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ABSTRACT

These conference proceedings provide summaries of 84 presentations on various aspects of the High/Scope active learning approach for high-risk students, as well as related topics. Topics addressed include active learning, music education, language role, portfolio assessment, teacher training, special needs students, High/Scope in Portugal, proposal writing, adolescent programs, training family child care providers, family literacy, character education, cross cultural studies, teacher evaluation, group instruction, multi-age settings, implementing High/Scope programs, conflict resolution, multicultural education, computer uses in education, adult-child interaction, child observation records, holiday celebrations and the dilemma of inclusion, classroom communities, parent-school relations, child individualized education plans, gifted and talented children, the politics of early childhood programs, literacy-based activities, anecdotal record-keeping, early childhood programs in Romania, active learning across generations, and outcomes-based education. (MDM)

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May 4 – 7, 1994
Radisson Resort and Conference Center
Ypsilanti, Michigan

Eighth Annual High/Scope Registry Conference Proceedings

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High/Scope for Beginners 1: Active Learning

Sharon Neese
Senior Coordinator, SETA Head Start, Sacramento, CA

The most enjoyable way for children to learn is to let them! The easiest way to help them learn is to provide appropriate materials based on their interests. A fool proof way to know they are learning is to listen to and watch them. Do children ever ask you about flys and such? Come and find out how High/Scope teachers respond to such questions from active learners.

What Is Active Learning?

Active learning is the principal element of the High/Scope educational approach, and is made up of five ingredients:

Materials

A variety of interesting materials are readily accessible to children.

Manipulation

Children are free to handle, explore, and work with the materials.

Choice

Children have opportunities to set their own goals and select materials and activities.

Language From The Children

Children talk about what they are doing and what they have done.

Support From Adults

Adults encourage the children's efforts and help them extend or build upon their work, by talking with them about what they are doing, by joining in their play, and by helping them learn to solve problems that arise.

These five ingredients are useful guidelines for teachers who are planning, carrying out, and evaluating learning experiences for young children.

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Factors that Impact Children's Engagement

The High/Scope educational approach assumes that children learn when they are actively engaged and involved in interactions with people and materials in their environment.

We believe that intrinsic motivation plays a critical role in the degree to which children initiate interaction, and become engaged in activities.

Several characteristics have been identified by motivation theorists as being central to the development of intrinsic motivation.

These characteristics can be used as a framework for developing and guiding intervention routines and activities, both in one-to-one interactions with children and in group situations:

ENJOYMENT

CONTROL

INTEREST

PROBABILITY OF SUCCESS

FEELINGS OF COMPETENCE

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Making the Connection

Ingredients for Active Learning Characteristics of *Intrinsic Motivation*

Provide a variety of materials that children *enjoy*

Have materials for children to manipulate, play with and *control*

Opportunities for children to make choices based on their *interests* which increases their *probability of success and feelings of competence*

Language from the children: listened to, used and responded to from adult

Adult support strategies used throughout the Daily Routine: environmental, nonverbal, and verbal support

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Key Experiences in Movement and Music: Overview and Teaching Model

Phyllis S. Weikart
Associate Professor Emeritus, University of Michigan, Director — Education Through Movement: Building the Foundation which is an associate division of High/Scope Educational Research Foundation, , Ypsilanti, Michigan

Elizabeth B. Carlton
Endorsed Movement Trainer, Assistant Professor/Director Community Music, Catawba College, Salisbury, North Carolina

Become aware of the movement and music key experiences and of the importance of the Teaching Model, considered a paradigm for active learning and communication. The movement and music key experiences provide the educator with a framework for guiding each child's motor and musical development, helping to build the foundation for all the areas of learning. Components of the Teaching Model—*Separate, Simplify,* and *Facilitate*—provide educators with strategies for building personal ownership of lifelong abilities that include basic timing, aural and visual processing/responding, awarenesses of body, language, space, and time, coordination, and basic musical abilities.

SESSION 1

Movement Core **Soldier's Joy RM2**

> 2 sides of the body; one side repetition-other side; alternating
> STATIC (movement held still); DYNAMIC (movement continues)
> SINGLE movements and SEQUENCES of movement

Teaching Model Components:

*SEPARATE*_____

*SIMPLIFY*_____

*FACILITATE*_____

- "If You're Happy" (show it with your arms)
- Body parts showing the concept "happy" **Happy Feet RM1**
- "Tommy Thumb" **Mov't in Steady Beat**
- Moving to show the concepts low and high
  Respond to the song's directions "Low and High" **P. Weikart**
- Movement with objects — Explore sounds and beat with bobbins
  Place bobbins in static positions for locomotor movement
  Travel with bobbins held in static positions

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- In groups of three try *Separate* in the Teaching Model

Reflection on the Movement Core and Teaching Model:
Accompanying strategies for the Teaching Model include: exploration, learner choices, teacher initiation and facilitation, language elicited from the learner, and safe interactive environment

Introduction to the Movement and Music Key Experiences

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The Education Through Movement Teaching Model

SEPARATE

Separate is used by adults to present content in only one mode at a time. Adults demonstrate, give spoken directions, or assist with hands-on guidance (tactile mode). Different modalities are not given to the learner simultaneously e.g. talking and showing; or using hands-on guidance with verbal directions. The purpose of *Separate* is to allow the learner to focus on a single message at a time, and to strengthen each learning modality.

SIMPLIFY

Simplify is used by adults to present easier, more manageable and less complex steps or skills. The whole skill is broken into sub-tasks which are given to learners in the preparatory phase and then united for the final task. Adults use knowledge of precursor skills — simpler skills which precede in the development of movement abilities — in order to present the simplification. The purpose of *Simplify* is to permit all learners to become engaged immediately in the active learning experience and to experience initial success.

FACILITATE

Facilitate is used by adults to support learners as they are developing undersanding and application of concepts. Learners take an active role in the construction of their knowledge base. As this process occurs, learners are encouraged to think and use language, make choices, manipulate content, and reflect on the experience. The purpose of *Facilitate* is to support learners as they construct their ownership of concepts.

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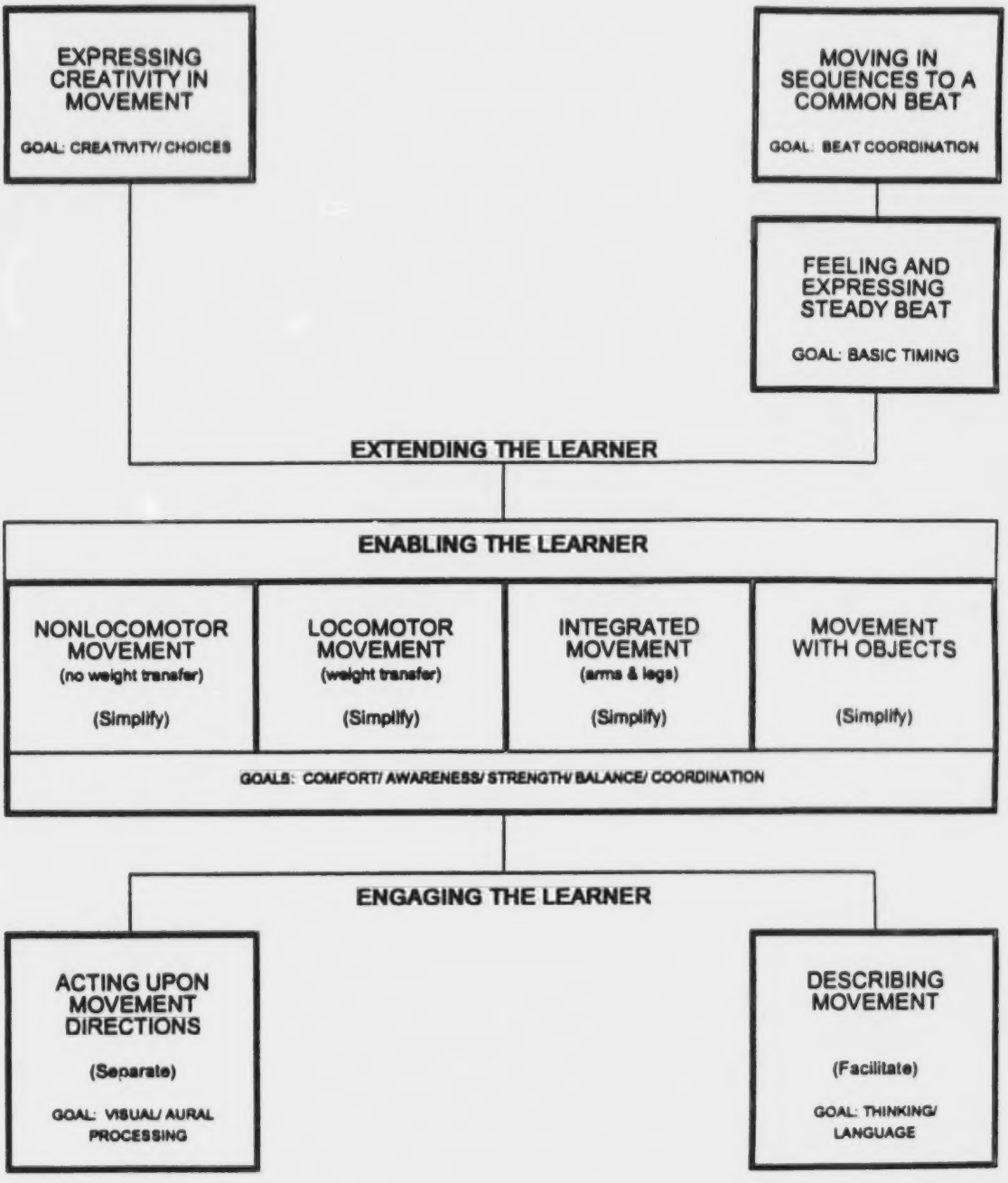
Key Experiences In Movement



From the program Education Through Movement: Building the Foundation developed by Phyllis S. Weikart. © 1993 by Phyllis S. Weikart

Active Learning In Movement

Strategies Used With The Teaching Model

Exploration - Learner tries out movements in own time/own space.

Learner Choices - Learner does movement with own variations and is the leader.

Language Listened to/Supplied - Learner listens to and uses language to describe, plan, recall, and reflect upon experiences.

Safety Net - Provide a safe learning environment.

Teacher-Initiated/Facilitated - Teacher only begins the active learning experience then engages the learner through choices, language, and reflection.

Learner-Initiated - Learner uses movement or thought to engage other learners.

Interactive Environment - Teacher and learners are partners in a cooperative learning environment.

Static Movement - Hold the movement still to have all learners process easily.

Dynamic Movement - Keep the movement going until the stopping point is indicated.

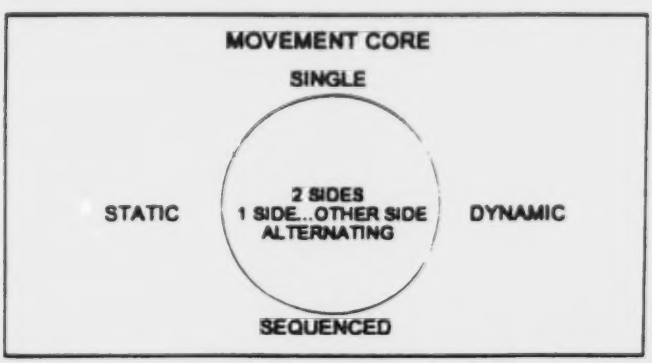
Macrobeat/Microbeat - First beat of each group of two or three beats/Steady underlying, walking beat - a division of the macrobeat. Dr. Edwin Gordon's terms.

Anchor Word - Leader chants one word (*BEAT*) four or eight times to bring thg group's movement to synchronization before the rhyme or song is added.

Learner SAY & DO - Learner chants a word and performs accompanying movement simultaneously to create a cognitive-motor link.

GOALS OF THE KEY EXPERIENCES IN MOVEMENT

Moving the Body in Nonlocomotor, Locomotor, Integrated Ways and Moving with Objects
Comfort with Movement; Balance, Strength, Coordination; Awareness (*body, space, time, language*)
Describing Movement ..... Thinking and Language
Acting Upon Movement Directions ..... Visual and Aural processing
Feeling and Expressing Steady Beat ..... Basic Timing
Moving in Sequences to a Common Beat ..... Beat Coordination
Expressing Creativity ..... Decision Making and Creativity
** **Enhanced Self-Concept** --- **Ownership of Concepts** **



Supplement to *Teaching Movement & Dance: A Sequential Approach to Rhythmic Movement*, 3rd Edition. Ypsilanti, MI: High/Scope Press, 1989. From the Program "Education Through Movement: Building the Foundation." © 1993 by Phyllis S. Weikart

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The Power of Language in the Active Learning Environment

Joanne Dalton
Coordinating Supervisor, Clayton Kids Program, Denver, Colorado

This presentation will be sharing an analysis of 25 twenty minute verbatim observation performed in High/Scope and British Primary classrooms, preschool through second grade. Participants will be asked to help determine the elements of effective communication between adult and child, between adults and between children.

Wait-Time — It Only Takes 3 Seconds!

"The biggest enemy to learning is the talking teacher."
John Holt, Educator and Author

Mary Budd Rowe's "wait-time" research (1974) has important implications for High/Scope teachers. She made the following observations after sifting through 300 tapes of teacher questions:

- The average teacher waited just 1 second for students to begin a reply and just 0.9 seconds after a student's response before going on to the next questions.
- The average teacher asked from 3 to 5 questions per minute. Some packed in as many as 10 a minute - or almost 400 questions in a short class-session.
- Mimicry made up a considerable proportion of what teachers said; some teachers repeated every student response exactly.
- Verbal rewards - "Wonderful," "Very Good," - made up as much as 25 percent of some teachers' words.

When these teachers were asked to wait for a least 3 seconds after asking a question, numerous changes in student behavior were noted:

- The length of student's responses increased.
- The number of freely offered and appropriate student responses, unsolicited by the teacher, increased.
- Failure to respond - "I don't know" or no answer - decreased.

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- Inflected responses decreased - children appeared more confident in their answers.

- The number of speculative responses increased; students thus appeared to be more willing to think about alternative explanations of the subject matter at hand.

- Children worked together more in comparing data.

- Children made more inferences from evidence.

- The frequency of questions raised by students increased.

  The frequency of responses by students rated relatively "slow" by their teachers increased.

In addition, teachers made changes in their classroom behavior:

- They became more flexible in their responses - more willing to listen to diverse answers and examine their plausibility.

- Questioning patterns became more manageable; questions decreased in number but showed greater variety and quality.

- There was some evidence that teachers raised their expectations of students who had been rated as relatively "slow."

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Open-Ended Questions

Wait 3 seconds for response...

For Planning

What materials will you need?

Is there another way _____?

How will you make it work?

What would you do to make it larger (smaller)?

How do you think you'll feel about it?

Will you do anything else?

Is there anything else you want to add?

During Work Time

Tell me about your picture.

What can you tell me about the parts of your car?

What do you think would happen if. . .

Tell my pencil what it should write about your house.

Is there another way?

Do you think a big giant would like your story?

What do you think your mom would say about your picture?

During Review

Tell me/us about your story.

What are some other things you could use it for?

Does anyone have any ideas for avoiding problems like this tomorrow?

What do you think a rabbit would say about your garden?

If you were to do it all over again, would you do anything differently?

What did you learn from making the radio commercial?

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Levels of Teacher Questioning

Bloom's taxonomy of questioning (Bloom, 1956) provides a useful framework for thinking about planning and review questions and expanding children's thinking. Here are some examples:

1. **Knowledge** - Recognizing or recalling ideas, facts

   How many. . .what, where, when? Tell what _____looks like. Make a list. What objects match _____?

2. **Comprehension** - Receiving information and making use of it in some way without seeing related implications.

   Based on our lesson, can you give me examples of both vegetables and fruits? Can you tell me why it is important to walk in the hall? Tell me in your own words (rewrite or paraphrase). Tell how _____ felt.

3. **Application** - Breaking down procedures into smaller steps

   During lunch today, which will you eat first, a fruit or a vegetable? Use _____ in a new way. Tell how _____ is used in this example. Act out (dramatize) what you did today.

4. **Analysis** - Breaking down procedures into smaller steps

   Tell me the steps you used in making your picture. It you were to do your story over again, which parts would you change? Tell how _____ and _____ are alike or different. Tell what is true/not true.

5. **Evaluation** - Making judgements

   Do you feel your boat worked out the way you planned? Rate your project on a scale of 1 to 10. Tell what will happen. Tell why you agree/disagree. If you were to do your plan over again, what would you do differently and why?

6. **Synthesis** - Using ideas in a new way, combining ideas to form a new structure.

   Is there another way you could fasten those papers together? Can you think of a way we could use the telescope for planning today? Tell me how to make _____ better. How would you use paper clips to reconstruct your bridge to hold the weight?

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High/Scope: A Framework for Effective Portfolio Assessment in Elementary School

Judith T. Wagner
Director, The Broadoaks Children's School of Whittier College, Whittier, California

High/Scope's plan-do-review sequence and instruction time are a virtual gold mine for portfolio assessment. This session, for elementary teachers, administrators, and trainers, focuses on artifacts of children's work and teacher observations to document student progress and learning outcomes in relation to school district guidelines and expectancies.

This session features a plan-do-review sequence for active adult learners (elementary teachers, administrators, trainers) who want to build upon their current knowledge of High/Scope as a highly effective "infrastructure" for portfolio assessment at the elementary level. Participants will (a) examine portfolio selections from K-3 Workshop Time, Planing Time, and Recall Time and (b) analyze how teachers can use portfolios to assess student progress, document learning outcomes, plan further instruction, and evaluate programs.

Together, we'll construct answers to (or, at least, illuminations about) the following questions:

1. What goes into a portfolio? (Or, sensible selections from the universe of possibilities.)

2. How can I "engineer" activities to yield needed documentation without reducing child choice?

3. How can I do portfolios (individual) when my district is encouraging more and more cooperative learning (group)?

4. When in the world will I have time to take anecdotal notes? What will I do with them after I've taken them?

5. How do I get started (or move forward to the next step) with portfolios?

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High/Scope and Teacher Training: Creating Learning Relationships

Jill K. Fortney
Teacher-Preceptor, Ryerson Polytechnical University — Early Learning Center, Toronto, Ontario, Canada

This workshop will focus on exploring the principles and strategies for creating and maintaining supportive learning relationships. Participants will discover new ways of relating as mentors to the individuals we work closely with in the sphere of our professional activities as teacher-trainers, consultants, and directors.

High/Scope and Teacher Training: Creating Learning Relationships

As facilitators of learning for both young children and adults, it is important that we examine and acknowledge the process through which we encourage and support significant learning. Through my own experience as a learner and facilitator, I have come to realize that the most essential aspect of facilitation is found within the interpersonal relationship cultivated between the "teacher" and "learner."

Mentoring is one type of learning relationship. Many of us mentor both children and adults in our various roles as early childhood educators, teacher-trainers, team members, and/or supervisors. The process of supporting the learning for children and adults are very similar. In this workshop, we will take a close look at the principles which guide our practice with your children then we will apply those principles to the facilitating and mentoring we do with adults. We will generate ideas about what mentors do and we will use a theoretical framework to further extend our thoughts and applications.

One of the primary principles of learning is that individuals make their own meaning of what they are experiencing in their reality. As adult educators we must recognize and support the process of meaning-making that is unique to each learner. Each individual brings their own style, perspective, experience, and skills to the learning relationship. When those are shared, both members of the relationship can experience learning.

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In a learning relationship, participants have an opportunity to speak and be heard in a dialogue. Individuals need to feel that what they say will be acknowledged, understood, and valued. The learning relationship between mentor and learner is where individuals can risk voicing new ideas, where they can try out new behaviors. It is the medium through which they can ask for and receive feedback that is encouragement-oriented from a person who displays attitudes of genuineness and authenticity.

There are four key words which I have used to describe the learning relationship: connection, continuity, change, and collaboration. Individuals can use these words as a starting point in identifying the content and process of their unique relationships.

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Advanced Training
The New Training Materials:
Active Learning and Adult-Child Interaction

Mark Tompkins
Senior Consultant, High/Scope Foundation, Ypsilanti, Michigan

Consistency and quality are the goals of High/Scope training activities. In order to meet these goals we developed a training "package" that has been used in the Lead Teacher Training Program (LTTP) and the Training of Trainers Program (TOT). The package consists of a set of five participant guides: Active Learning, Adult-Child Interaction, Learning Environment, Daily Routine, and Assessment. Each participant guide contains activities, information, worksheets, and reference materials. All participants in the TOT or LTTP use these guides during their training. The guides replaced the bulky blue notebooks that overflowed with handouts and training materials.

In conjunction with each participant guide, we also produced a trainers guide that defines how to use the new material. The trainer guides provide the trainer with a workshop sequence, outcomes, activity choices, a sample agenda, and a description of each activity.

This set of materials is vital for all certified trainers as it will bring you up-to-date on the latest changes in the High/Scope approach; make your training consistent with other trainers; and acquaint you with a wealth of new training ideas.

Their workshop will introduce the first two participant and trainer guides: Active Learning and Adult Child Interaction. During the first session, we will review the total training package, and introduce the *Active Learning Participant Guide* and the use of the package will be discussed.

The *Adult-Child Interaction Participant Guide* and *Trainer's Guide* will be introduced in the second session. We will review sample agendas, activities, and discuss the importance of adult-child interaction training in the High/Scope educational approach.

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Active Learning for Children With Special Needs

Elizabeth Borreca
Senior Consultant, Preschool Programs for Children With Disabilities
Region IV Education Service Center, Houston, Texas

The cycle of learning is important for all young learners but it is even more important for young children with special needs. The levels of representation as they relate to the cycle of learning and active learning for young children with special needs will be discussed. In addition, teaching implications will be highlighted.

Active learning, the core of the High/Scope approach, has five ingredients: materials, manipulation, choices, language from the children, and support from adults. This session will focus on the role of materials in meeting the needs of all learners. It will focus on the cycle of learning, developmental levels, and previous experiences as they affect the types of materials that must be available for meaningful learning to occur. The relationship between developmental levels, previous experiences, levels of representation, and meaningful learning for all children will be explored. In addition, participants will understand the relationship between these variables and the teaching implications for preschoolers and primary learners.

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Level of Representation	Teaching Implications

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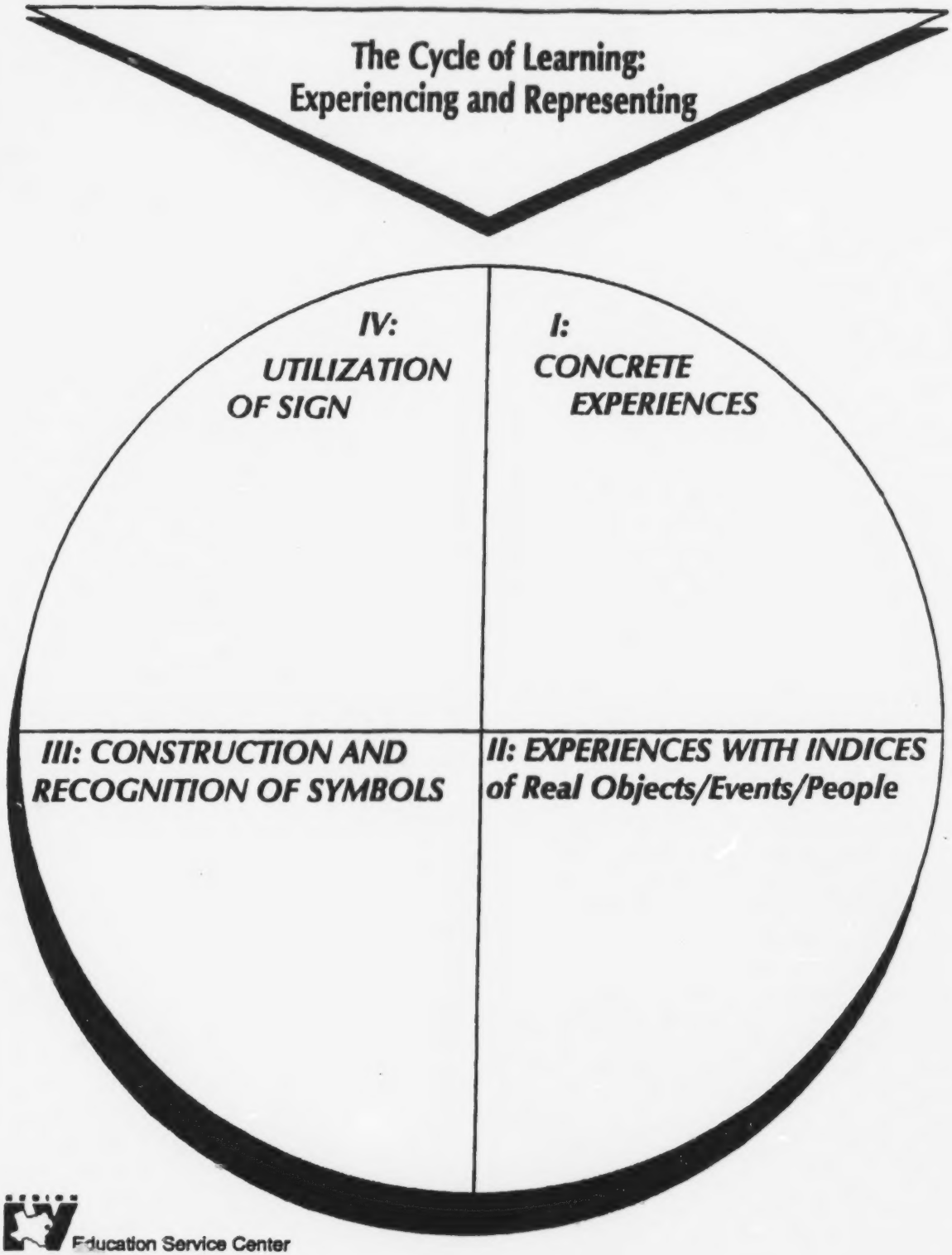
The Cycle of Learning: Experiencing and Representing



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High/Scope in Portugal: A Look at Adult-Child Interactions Throughout the Daily Routine

Mary Hohmann
Senior Consultant, High/Scope Foundation, Ypsilanti, Michigan

A look at a series of slides taken last November, March and May in 15 preschool centers associated with the University of Minho and using the High/Scope approach in and around Braga, Portugal.

Slide Sequences

Involving Children in Room Arrangement and Labeling

Planning and Recalling with Children

Adult Support at Work Time

Large Group Times Indoors and Out

Outside Time with Limited and Community-Made Materials

Small Group Times with Everyday Materials and Multiple Outcomes

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Money: How To Write a Good Proposal

Ann S. Epstein
Senior Research Associate, High/Scope Foundation, Ypsilanti, Michigan

This session will explore what characterizes a good written proposal to obtain program funding. Participants will review several "sample" proposals to identify their strengths and weaknesses. At the end of the workshop, participants will have an outline for a generic proposal which they can adapt in writing their own grant requests.

"Generic" Program Proposal Outline

[NOTE: Following is a "generic" outline to write a project proposal. Some funding agencies have a specific outline for you to follow. Whatever format you use, provide the following information to the proposal readers.]

I. INTRODUCTION

A. *Attention Grabber* - Get the readers' attention. Make them care about the subject of your proposal. Use devices such as quotes, a few powerful statistics, strong opening statements, etc. Quickly convince them that yours is a "meaningful" project that addresses a real need.

B. *Proposal Overview* - Provide a straightforward statement of what you are proposing to do and what you are requesting from the funder. In one or two sentences, state the content, timeline, and cost of your project.

II. PROBLEM STATEMENT

A. *Problem/Issue Addressed* - Provide a clear statement of the problem or issues you propose to address. (As appropriate) include a brief literature review, relevant statistics, recent items from the press, etc. How "technical" this section will be depends upon the proposal readers; ascertain beforehand if the proposal will be read by a Peer Review Panel or a group of "lay people" and then write for your audience.

B. *Proposed Solution* - Briefly state why the project/solution you propose can successfully address this problem.

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III. BACKGROUND

A. *Institutional Credibility* - Briefly set forth the goal or mission of your organization (including type of services offered, community/population served). Offer "proof" of your institutional credibility and reputation (e.g., research/evaluation results of past projects, testimonials from agencies and individuals served, awards and citations from other professional organizations). Convince the readers that they can trust their money to your organization. (Additional support materials can be included in an appendix.)

B. *Program Description* - Give a clear and concise description of your program and the services you offer. Emphasize distinctive characteristics and key features that make your program stand out. If necessary, put lengthy descriptive materials and back-up documentation in an appendix.

IV. PROJECT PROPOSAL

A. *Work Statement* - State clearly the proposed scope of work, i.e., what you intend to do. For each activity proposed, detail the tasks to be undertaken and how they will be accomplished. The clarity of this section is a good indication to the readers that you are capable of completing the work that you propose.

B. *Timeline* - Illustrate how each of the tasks listed in the Work Statement will be accomplished in chronological order. The timeline should show how tasks overlap and flow into one another. Indicate "when" and "what" products will come out of the project (such as client and service records, program manuals, progress reports, final reports.) Avoid promising deadlines that you know you cannot meet. Justify your timetable and be reasonable.

C. *Staffing* - Identify the major staff positions in the project, describe the responsibilities associated with each position, and state who on staff will fill these positions. Provide a brief statement of the relevant background of key staff members; attach resumes in an appendix.

V. CONCLUDING STATEMENT

A. *Final "Charge"* - The concluding paragraph is the proposal's final "charge." Generate a last burst of enthusiasm for the project.

B. *Significance* - Close the circle of your case by referring back to the basic premise of the opening statement. Finish by emphasizing again the significance of the proposed project.

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VI. BUDGET DETAIL

A. *Amount* - Make sure the amount you propose fits within the funder's guidelines.

B. *Content* - The budget categories and specific activities (such as staff salaries, travel, printing costs) should follow logically from the work plan detailed in section IV.

General Pointers Regarding Style

Remember that proposal reviewers often read many proposals at the same time; after a while brains may overload and proposals can blur together. You want your proposal to be both **readable** and **memorable**--make the reviewers' job as straightforward yet interesting as possible. Anticipate questions and potential areas of confusion; do the work for them. Some pointers:

- ***Language***. Use clear and simple language to communicate your points. Avoid jargon. But remember that simplicity need not be boring. You can make elegant and impassioned statements with uncluttered prose.

- ***Organization***. Be organized. Lead the readers through the proposal. Label each section (with side headings, boldface, etc.) and arrange the sections in a logical order. Use lists, charts, and formatting devices to clarify and highlight major points.

- ***Optimal redundancy***. Use "optimal redundancy" or the right amount of repetition of major points. Don't assume that readers will remember on page 3 a key fact you stated on page 2. Play it safe and "repeat" (in different words) the central ideas you want the readers to retain about your project.

GOOD WRITING AND GOOD LUCK

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High/Scope for Beginners 2: Daily Routine

Clariece Morris
Coordinator, Georgia Preschool Risk Reduction Program
Atlanta, Georgia

If you're wondering what the routine in a High/Scope classroom looks like, this is the workshop for you. The elements of the daily routine will be presented including the Plan-Do-Review sequence.

Sample Daily Routines

Children Arrive & Depart at the same time	Half Day	Full Day
	Informal gathering	Breakfast
	Planning Time	Books
	Work & Clean-up	Planning Time
	Recall Time	Work & Clean-up Time
	Snack	Recall Time
	Small-Group Time	Circle Time
	Circle Time	Lunch
	Outside & depart	Story & Rest Time
		Snack Time
		Small-Group Time
		Outside & depart
		Lunch
		Story & Rest Time
		Snack Time
		Small-Group Time
		Outside & depart
Staggered Arrival & Departures	Small-group for early arrivers	Breakfast/Free play/Outside as children arrive
	Informal Gathering	Informal gathering
	Planning Time	Planning Time
	Work & Clean-up Time	Work & Clean-up Time
	Work	Recall Time
	Recall Time	Outside & Snack Time
	Snack Time	Small-Group Time
	Outside Time	Circle time
	Circle Time	Lunch
	Small-group for late arrivers	Singing & Rest Time
		Outside & Snack Time
		Plan & Work; recall with parents

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Variations for Special Events	Half Day	Full Day
	Small-group for early arrivers	Breakfast/Free Play/Outside as children arrive
	Informal gathering	Informal gathering
	Ballet/Outside	Planning
	Snack & Planning	Work & Clean-up
	Work & Clean-up	Recall
	Work & Clean-up	Outside & Snack
	Recall	Visiting Artist
	Circle time	Circle Time
	Small group for late departers	Lunch
		Singing & Rest
		Outside & Snack
		Plan & Work; recall with parents

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Planning: A Summary

What It Is

★ Children telling or showing adults what they will be doing during worktime

★ An ongoing process making choices and decisions

Why It is Important

★ Encourages children to articulate their ideas, choices and decisions

★ Promotes children's sense of control

★ Leads to involvement and concentration on play

★ Supports the development of increasingly complex play and cooperative involvement

Where To Plan

★ In a consistent location, typically at the planning table in a group

★ Where materials and people are visible

What Children Do As They Plan

★ Develop the capacity to express intentions

★ Indicate their intentions through gestures, actions and words

★ Make vague, routine, and detailed plans

★ Make a variety of plans over time

★ Take the planning process home

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Work Time: A Summary

What It Is

★ Playing, carrying out intentions

★ Concentrating, solving problems, making decisions

★ Participating in a social setting

★ Moving, talking, making and watching

★ Experiencing the key experiences

Why It is Important

★ Provides environment where children are learning by doing

★ Recognizes and encourages children's playfulness

★ Enables children to construct their own knowledge

★ Enables adults to observe, learn from, and support children's play

Where Children Work

★ In the areas - block, art, house, toy, computer, book etc.

★ In intimate and open places

What Children Do at Work Time

★ Are involved in beginning, working on, modifying, completing, and changing their plans

★ Play in a variety of social settings

★ Engage in different types of play

★ Carry on conversations

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Recalling: A Summary

What It Is

★ Reflecting on actions and experiences

★ Associating plans, actions and outcomes

★ Talking with others about personally meaningful experiences

Why It Is Important

★ Exercises children's capacities to form and talk about mental pictures

★ Consolidates children's understanding of experiences and events

★ Expands children's consciousness beyond the present

★ Makes children's experiences public

When to Recall

★ During worktime, clean-up and recall time

★ With people who shared the experiences children are recalling

What Children Do as They Recall

★ Grow in their capacity to recount past events

★ Select experiences to recall

★ Construct their own understanding of what they have just done

★ Recall experiences in a variety of ways

★ Participate in other children's experiences through representational activities.\

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Circle Time: A Summary

Why is Circle Time Important

★ Gives children a repertoire of shared experiences

★ Builds a sense of community belonging

★ Encourages children to be both group members and group leaders

★ Provides children some experiences with group problem-solving

Where Do You Meet During Circle Time?

★ Meet in an open, consistent, comfortable space

★ Meet in a formation that makes sense based on what you are doing. Keep a focal or anchor point. The activity keeps the attention and determines the position of the children. Do not expect to maintain a circle.

What Do Children Do at Circle Time?

★ Participate as active learners in games, songs, fingerplays, movement experiences and music experiences

★ Initiate ideas, offer suggestions, and generate solutions

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Enabling the Learner Through Movement: Body, Language, Space, and Time Awareness

Phyllis S. Weikart
Associate Professor Emeritus, University of Michigan, Director — Education Through Movement: Building the Foundation which is an associate division of High/Scope Educational Research Foundation, Ypsilanti, Michigan
Elizabeth B. Carlton
Endorsed Movement Trainer, Assistant Professor/Director Community Music, Catawba College, Salisbury, North Carolina

Active learning experiences, where movement is the base, help adults support children's awareness of body parts and what they can do, their knowledge of the labels used to identify various actions, and their understanding of the extensions of basic movements in space and time. Consistent implementation of such experiences create the foundation for continued skill development in school-based activities, sports, and games.

SESSION 2

Warm-up (Establish vocabulary for movement) **La Bastringue CD2**

Building the Foundation Through the Key Experiences in Movement
The Active Learning Experiences to follow use the *"Education Through Movement" Active Learning Model:* Helping learners derive ownership of concepts by using movement as the active learning base, and by engaging learners through facilitation and reflection.

- **Movement base**: Nonlocomotor and locomotor movement
  Curriculum concept: Understanding nonlocomotor and locomotor movement concepts
  Explore the ways young children move accompanied by vocal sounds, and share.
- **Movement base:** Locomotor movement with extensions start/stop
  Curriculum concept: Balance and steady beat
  Move to the music; balance when music stops; **Troika RM2**
  Extension: add drum beat when the music is paused; move a body part to the beat
- **Movement base:** Locomotor movement
  Curriculum concept: Classification **Sicilian Tarantella RM6**
  When the music stops classify (sort) by color of clothing, height, shoes. Move attached when the music begins again.
- **Movement base:** Locomotor movement with relationship focus Acting Upon Movement Directions
  Curriculum concepts: In (into), Out (out of), Around
  Plan a way to go into and out of the hoop

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Plan a way to go around the outside of the hoop "Looby Loo"

- **Movement base:** Locomotor movement **Arkansas Traveler RM1**

  Curriculum concept: Space awareness and beat

  Each person has a carpet square or other object to stand on. When the music starts all move about the space. When the music stops all move to an object and stand on it.

- **Movement concept:** Nonlocomotor or locomotor movement Acting Upon Movement Directions

  Curriculum concept: Meaning of action words demonstrated

  An action word is chosen and all move as that word makes them feel. Sing "Gallop All Around" substituting the action word for gallop. Leader chooses the body part to put on the ground at the end of the song. **Mov't in Steady Beat**

- **Movement base:** Nonlocomotor movement

  Curriculum concept: Same and Different

  Leader demonstrates a nonlocomotor movement (swing, twist) and indicates "same" or "different." Followers respond.

  Extension: Leader makes a statue.

Reflection on Enabling the Learner

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Awareness Concepts: Nonlocomotor/Locomotor Movement

AWARENESS CONCEPTS
NONLOCOMOTOR/LOCOMOTOR MOVEMENT

BODY AWARENESS CONCEPTS

Nonlocomotor
- Positions of the body
- Static balances
- Location of body parts
- What body parts can do

Locomotor
- Dynamic balance
- Traveling on hands and knees
- Five basic weight transfers (foot patterns):
  - 1 foot to other foot
  - 2 feet to 2 feet
  - 1 foot to 2 feet
  - 2 feet to 1 foot
  - 1 foot to same foot

LANGUAGE AWARENESS CONCEPTS

Nonlocomotor
- Names of body parts
- Positions of the body
- Labels for movement:
  - Action words (*shake, pound, etc.)*
- Basic Movements:
  - Bend/straighten Twist/turn
  - Swing/Rock Push/Pull
  - Curl/Stretch Rise/Fall

Locomotor
- Labels for weight transfers;
  - Walk, run, leap, march, gallop, slide (*1 foot to other)*
  - Jump (*2 to 2)*
  - Jump (*1 to 2)*
  - Hop, Leap (*2 to 1*)
  - Hop (*1 to same foot*)
  - Skip (*combination*)

SPACE AWARENESS CONCEPTS

Location:
Personal space/General space

Relationships:

In(side)/Out(side)	Over/Under
Around/Through	Up/Down
Same/Different	High/Low
In front of/back of	Weak/Strong
Near/Far/Alongside	Big(large)/Little(small)

Extensions:
Direction, Pathway, Intensity (force)
Level, Size, Flow

TIME AWARENESS CONCEPTS

- Start/Stop
- Fast(er)/Slow(er)
- Even/Uneven
- Getting faster/Getting Slower
- Sudden/Sustained

Basic Movement Directions
Up/Down • Front/Back
Side/Side • Around
Forward/Backward • In/Out
Clockwise/Counterclockwise

Additional Movement Concepts
Single/Sequenced • Two sides together
One Side...Other Side Alone • Alternating
Symmetrical (same)/Asymmetrical (different)
Imitate/Create
Ipsilateral/Contralateral

Supplement to *Teach Movement & Dance: A Sequential Approach to Rhythmic Movement*, 3rd Edition, Ypsilanti, MI, High/Scope Press, 1989. From the program "Education Through Movement: Building the Foundation." © 1993 Phyllis S. Weikart

Active Learning: Challenging Teenagers

Nicole Yohalem
Director High/Scope Institute for IDEAS, High/Scope Foundation, Ypsilanti, Michigan
Alberto Rodriquez
Director, Adolescent Division High/Scope Foundation Ypsilanti, Michigan
Aura Weinstein
Program Officer, Adolescent Division, High/Scope Foundation, Ypsilanti, Michigan

This session will engage participants in active examples of how the High/Scope approach successfully addresses the needs of adolescents from a wide range of backgrounds. We will present the main strategies that High/Scope has used during 30 years of work with adolescents at the residential Institute for IDEAS program.

Notes

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Teens Lead the Way

High/Scope's Institute for IDEAS

By Nicole Yohalem, Institute Director

As summer came to a chilly close a few months ago and the new school year began, 40 teenagers from all over the United States and various countries around the world packed their belongings and left the High/Scope Camp and Conference Center in Clinton, Michigan, to return home. Some returned home to supportive environments, caring adults, and high expectations; many returned to neighborhoods marked by violence, families burdened by poverty, and educational settings that, for a range of reasons, fall short of meeting their needs.

These 40 youths had the opportunity to participate in the 30th anniversary of High/Scope's residential program for teenagers, now called the High/Scope Insititute for IDEAS.

The Institute, a 4-week residential program, enhances teenagers' cognitive and social development through cooperative, active learning in a supportive and dynamic educational environment. The program is named for five of its principal goals: to increase students' **I**nitiative, appreciation for **D**iversity, education and career **E**xpectations, motivation for **A**chievement, and appreciation for community **S**ervice. One of this year's participants, reflecting about her experiences at the Institute, had this to say:

> It's the greatest experience you'll ever have. You get to meet new people from all over the world. There's no degrading of anyone. The counselors and directors actually learn right along with you, and you get to try things that you've always wanted to but were afraid of other people laughing at you or judging you.

The August 1993 High/Scope Institute for IDEAS brought together teenagers from a widevariety of cultural, geographic, and socioeconomic backgrounds. Students living in the United States came from Cincinnati, Detroit, Jackson County, Ypsilanti, and Fairfax County, Virginia. Within that group of students recruited from high schools in the United States, nearly half were recent immigrants from Mexico, Peru, Nicaragua, and Iran. In addition, participants from high schools in Germany, Austria, Hungary, and Colombia attended the month-long Institute.

High/Scope's model Institute for IDEAS has its roots in the High/Scope Summer Workshop for Talented Teenagers, which High/Scope President David Weikart and his wife, Phyllis, began 30 years ago. Similar in format to the Summer Workshop, the Institute currently targets low-income, high-potential adolescents from various communities in the U.S. as well as abroad. While the goals and programs of the High/Scope Adolescent Division are expanding, with new emphasis on replication, training, and dissemination, the Division continues to operate two model Institutes each year, one in late spring and one in early fall. In addition to serving approximately 100 local and international youths each year, the model programs provide opportunities for hands-on training of teachers, administrators, and staff who are using High/Scope's approach in their own communities. During the remaining months of the year, the Adolescent Division focuses its energies on providing technical assistance and training to other youth-serving organizations interested in High/Scope's approach to working with adolescents. Alberto Rodriquez, Adolescent Division Director, reports that to support the Institute replication effort, the Division is currently developing a set of written training and support materials that will be of interest to a wide range of youth-serving organizations and individuals.

After providing High/Scope with a preliminary 1-year grant, in December of 1991 the DeWitt Wallace–Reader's Digest Fund renewed its support of High/Scope's work with adolescents with an additional 4-year development grant for expansion and replication of the High/Scope Institute for IDEAS. This support followed the release of findings from a longitudinal study, reported in *Challenging the Potential: Programs for Talented Disadvantaged Youth*, demonstrating the positive impact the program had on teenagers who participated in 1982 and 1983. (See "Making a Difference—A Youth Program That Works" for more information.)

The purpose of the replication grant is to bring High/Scope's residential program to a wide variety of communities, to reach an increased number of teens as well as adults who work with teens. In some communities, High/Scope's training and program structure is being used to enhance a currently existing program; at other replication sites, teams consisting of local officials, schools, students, parents, and youth-serving organizations have formed and are working together to create what will be entirely new programs. High/Scope's approach to

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working with adolescents can be adapted to not only residential camp programs but also a wide range of other educational settings. Other organizations that have expressed interest in the applicability of High/Scope's adolescent work to their programs include schools, prisons, and learning centers within residential housing projects.

The following profiles of five sites working to replicate the High/Scope Institute for IDEAS illustrate different settings and stages of development. Some already have operational programs, and others are still in the planning stages of program development. High/Scope's Adolescent Division is finishing production of several instruments to evaluate both student development and program implementation. These will be used at replication sites to monitor program quality.

West Virginia—Camp Horseshoe

Camp Horseshoe, a campground owned and operated by the Ohio–West Virginia YMCA, is located on 42 acres of beautiful valley in the Monongahela National Forest in the small town of St. George. Camp Horseshoe is the site of the nation's first statewide replication of the High/Scope Institute for IDEAS. The Ohio–West Virginia YMCA, the sponsoring organization of the project, has been serving West Virginia's youth since 1909 through a variety of successful leadership and youth-service programs. Since taking on the replication project, the YMCA has built a network that includes each school district in the state, the Governor's office, the State Department of Education, and local JTPA (Job Training Partnership Act) officials. What they are engaged inis much more than replicating a camp program; their efforts thus far constitute a statewide education-reform effort that uses the High/Scope Institute for IDEAS as a vehicle for addressing critical issues for the West Virginia schools, including at-risk youth as well as adolescent development and achievement in general.

The program is not a traditional summer camp. Students are released from school throughout the spring and fall to attend this month-long, residential educational experience. This is possible because the program has been recognized by the local Board of Education as an Exemption "A" School (alternative school), indicating its educational value for the population in question. The program targets low-income ninth- and tenth-graders whose achievement, according to school personnel, does not match their potential. While at the program, students are involved in cooperative learning experiences that promote personal growth and problem solving in the arts and academics, very similar to the experiences offered at High/Scope's model program in Clinton, Michigan. Activities students were involved with at West Virginia's last Institute for IDEAS covered many topics and experiences—a government simulation project, drafting, poetry writing, blazing a new hiking trail, folk dancing, photography, mathematics, college workshops, career exploration, discussions of current issues affecting teenagers (including AIDS), and a wide variety of other topics.

The daily routine implemented at the West Virginia Institute is similar to High/Scope's model (see "The High/Scope Institute for IDEAS—Daily Routine" on page 11). After staff from West Virginia participated in High/Scope training and visited the model program in Clinton, a staff training week parallel to that of the High/Scope model was developed and implemented at Camp Horseshoe. Thus far, four Institute sessions have been held in West Virginia—two in the fall of 1992 and two in the fall of 1993. Students have been released from their regular school classes to attend and have been offered follow-up support to successfully reintegrate into school following the experience.

Among those supporting the replication effort in West Virginia is the State Superintendent of Schools, Henry Marockie. In support of the program, Marockie said,

> **The IDEAS Institute offers our state an effective, innovative learning experience for low-income youth with academic ability who are not achieving up to their potential. Without successful intervention, these young people will, in most cases, be lost. The opportunity for West Virginia to be the nation's first statewide replication is exciting. It puts West Virginia in the forefront in using this successful intervention strategy. We can help young people who would not otherwise succeed in life, help their families and our schools, and benefit our communities and state, because investment we make now will enable these young people to become productive citizens.**

Student response to West Virginia's replication of the Institute for IDEAS has been extremely positive. Here are responses from two students who participated in one of the follow-up retreats:

> **I love this place. Everyone is so nice. We all work together and care about one another. I found out who I am, that I have good ideas, and that I can be whatever I want. I would live here forever. I just want the rest of my world to be like this place. If we could all care about each other, help each other be our best, and work together, just think how great our schools would be. I'm trying harder in school. I want to succeed.** ***(Lorrie)***

> **My grades were *D*s when I came to the Institute. I went home wanting to do better. Now I'm getting *B*s. I also didn't get along too well with my stepmother. One of my goals was to get along better**

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> with her. I made the effort and she responded. Things are really better at my home now. I also feel good about my-self. . . . No longer do I do what I think others want me to do. I can be myself and feel good about it. *(Stormie)*

Outreach to the students following the Institute is an important part of the replication effort in West Virginia. Students are invited to continue their involvement through participation in other programs offered by the local YMCA, including leadership development and volunteer community service. Students are also followed up through discussions and activities with the Institute's outreach director. Also, the YMCA offers assistance to parents in helping their teens build on the interests and attitudes they strengthened at the Institute and offers participants help in seeking postsecondary educational opportunities as well as financial aid. As in High/Scope's model program, local teachers have opportunities to become involved in the Institute and to work with their students in this unique setting.

Michigan—Camp Blodgett

Much closer to home, at a residential camp located on Lake Michigan, near Grand Haven, the board and staff of Camp Blodgett are working together with the High/Scope Foundation, local schools, and the local Private Industry Council to replicate the High/Scope Institute for IDEAS. Camp Blodgett has traditionally served low-income inner-city youths from Grand Rapids, and it will continue to do so as an Institute replication site. The summer of 1993 was the second season during which Camp Blodgett incorporated the philosophies and practices of the High/Scope Institute into their existing residential programs. Currently, Blodgett offers 2-week camp sessions for youths ranging from 8 to 13 years of age, as well as the month-long Institute for adolescents 14 to 16 years of age.

At any site, the replication process requires long-term commitment and staff dedication. In an effort to build programs that will persist beyond 1 or 2 years, High/Scope has chosen to work with staff, such as Camp Blodgett's, who are interested in long-term change and ongoing program development. For sustained impact, a sense of ownership must be developed by the sponsoring organization and local community.

Unlike West Virginia's Institute for IDEAS replication, which has constituted a new program for the YMCA, Camp Blodgett's replication involves adapting an existing camp program to embody the philosophies, practices, and goals of the High/Scope Institute. Over the last 2 years, Camp Blodgett has made a dramatic shift away from its recreational focus and is fast becoming an organization committed to offering high-quality educational intervention programs for Grand Rapids youth. Through the High/Scope replication program, Camp Blodgett now offers a 4-week experience that is quite similar to High/Scope's model program but that varies in some ways, of course, because of differing staff skills and interests, and because of differing opportunities offered by the facility. *Of all the changes that have resulted from the replication efforts, the change in staff training is perhaps most significant.* Staff training now emphasizes how to support active and cooperative learning to attain Camp Blodgett's primary goal of maintaining an educational focus. "The most important issue for the future of Camp Blodgett is for staff to maintain their newly established commitment to offering an educational camp program. The program has taken major steps to achieve this goal, and members of the community have started to take notice," reports Jeff Jacobs, Director of Camp Blodgett and DeWitt Wallace–Reader's Digest Fellow at the High/Scope Foundation.

Michigan—Jackson County

A third replication project is under way in Jackson County, Michigan. This countywide effort has thus far involved the Jackson Intermediate School District (JISD), the Community Systems Foundation (CSF), the University of Michigan, and the High/Scope Foundation. The Jackson County School District will provide the facility—Camp McGregor—which already serves as an "extended classroom" for the 12 public school systems of Jackson County. Camp McGregor currently provides hands-on experiences in the sciences by involving students in anthropological experiments, pond-water surveys, field-study opportunities, observatory studies, and planned sensory and nature walks.

In addition to High/Scope, CSF, the University of Michigan, and JISD, some other very important people are involved in developing the Jackson County replication project—10 Jackson County students. The group of students, mostly 10th-graders, attended High/Scope's model Institute this past summer (1993). They attended the High/Scope program with the understanding that subsequent to their High/Scope experience, they would participate in planning and executing the Jackson County replication project. (We recommend involving students in program development—including planning, fundraising, student recruitment, and facility preparation. Student input is vital to a successful program, and their insights into the needs and concerns of their peers can be extremely helpful.)

The project in Jackson is multilayered. Plans include a month-long residential camp program but also strong follow-up activities as well as a significant teacher-train-

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ing initiative that school officials hope will eventually involve all high schools in the county. Post-Institute activities will involve graduate students in education from the University of Michigan who will serve as mentors for Institute participants. In addition, Institute participants will be involved in year-round service activities, including making physical improvements to the camp facility as well as creating and disseminating a newsletter designed to improve the climate of learning within their classrooms.

One of the objectives implicit in the Jackson County replication effort is to "connect learning that takes place in the classroom to learning that takes place in the workplace," according to Fred Goodman, member of CSF and Professor of Education at the University of Michigan. *One important feature of High/Scope's Institute for IDEAS is the opportunity it provides to apply knowledge when projects are planned, executed, and assessed by the students themselves.* Thus, concepts are brought to life and given meaning in the context of real problems and real experiences. Through the High/Scope Institute replication program and the corresponding work with teachers, teens' educational experiences can become more closely linked to the demands and expectations faced by today's workforce.

Ohio—Lorain County

In Lorain County, Ohio, another replication effort is in the planning stages. Also focusing attention on the issue of workforce readiness, the Lorain County Institute has set as its major objective the preparation of Lorain County's economically disadvantaged teenagers for high-wage, high-skilled employment opportunities. In an effort led by Deborah Kimble, DeWitt Wallace–Reader's Digest Fellow at the High/Scope Foundation and former City Manager of Oberlin, Ohio, a steering committee has been named to design and implement the Institute in full cooperation with county schools, nearby higher education institutions, and other local youth-serving organizations. The steering committee's responsibilities include finding a facility, recruiting students, and working with consultants from the High/Scope Foundation to design the program. The group hopes to operate its first Institute in May 1994.

Having participated as a staff member in High/Scope's model Institute in 1993, Kimble is looking forward to bringing this opportunity to the young people of Lorain County. "My experiences at the Institute solidified my impressions of the effect this program can have on students. It also made clear that not only the students but also the county as a whole will benefit from this program, as it works toward creating a skilled workforce and tomorrow's leaders," said Kimble.

Ohio—Cincinnati

In another replication project, a group of students, parents, school, and public officials, along with the Ohio–West Virginia YMCA, are preparing their own Institute for IDEAS to serve Cincinnati youth. Cincinnati became a possible replication site as a result of the participation of several Cincinnati teens in High/Scope's 1992 and 1993 model Institutes in Clinton, Michigan.

That the students involved in the replication effort come from Withrow High School is no surprise, since Withrow's Principal, Dr. Patricia Rice, has led efforts to make the Institute opportunity possible for Withrow and other Cincinnati youth. The enthusiasm Cincinnati students expressed following their participation in the Michigan program led local individuals, including Dr. Rice and City Councilman Todd Portune, to consider ways of bringing the Institute experience closer to home. "After the program, students came back to school significantly more motivated and energized to succeed," reports Dr. Rice.

So far, the Cincinnati initiative has gained the valuable support of Oliver O'Casek, Ohio School Board President and former Ohio Senator. Support of the Cincinnati City Council has also been forthcoming (through Councilman Portune), and important initial funding has been provided by the Proctor and Gamble Fund.

This September, immediately following their participation in the model High/Scope Institute, six Withrow High School students presented to the City Council a proposal expressing their concerns about education in general and citing reasons why the High/Scope Institute will be a vehicle for positive change. A typical endorsement was this one from a Withrow student: "In addition to things like math and science, the Institute taught me other skills I'll really need, like communication, cooperation, and just feeling motivated to accomplish things."

Expanding the Program Around the World

In addition to supporting the five sites just discussed, High/Scope expects to work with several other groups over the next 2 years to replicate its Institute for IDEAS. Besides replicating the Institute here in the United States, as called for under the replication grant from the DeWitt Wallace–Reader's Digest Fund, High/Scope has begun working with groups in other countries to bring this adolescent intervention program to teenagers worldwide.

Furthering this international work is High/Scope's recent recognition by the International Youth Foundation (a creation of the Kellogg Foundation) as one of only 30 high-quality youth programs worldwide. The programs selected were drawn from a group of over 1,200 well-known programs for youth. With this recognition

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comes inclusion in a group called YOUTH NET, a pool of designated programs that meet requirements of documented effectiveness, as judged by an international panel of researchers and educators.

For information about High/Scope's Adolescent Division, or to inquire about starting a replication project in your community, contact Alberto Rodriquez, Director of the Adolescent Division, at 313-485-2000, ext. 255, or FAX 313-485-0704; or write him at 600 N. River St., Ypsilanti, MI 48198-2898. To order *Challenging the Potential: Programs for Talented Disadvantaged Youth* (Cat. #WR1032, $29), use the center insert order form or call our new TOLL-FREE NUMBER: 1-800-40-PRESS, FAX 1-800-442-4FAX.

Making a Difference— A Youth Program That Works

Challenging the Potential: Programs for Talented Disadvantaged Youth, released by High/Scope Press in 1992, highlights High/Scope's 30 years of work with teenagers and describes the Institute for IDEAS. It also describes 12 other nationally known intervention programs for adoles-cents. ***Challenging the Potential*** includes a report on the longitudinal study of the 1982 and 1983 High/Scope Institute participants, conducted 5 years after their programs ended.

The 5-year follow-up assessed participants' experiences and achievement in education and work; their sources of economic support; their attitudes towards self, work, and education; their perceived sources of influence; and their future goals and plans. The major finding of the longitudinal study was that Institute participants reached higher levels of education than did a comparable group of economically disadvantaged students who did not attend the Institute. After high school, 73 percent of all the High/Scope Institute participants, versus 55 percent of the comparison group, went on to postsecondary education. The most dramatic results, however, were found among those Institute participants who had experienced no special recognition for achievement in high school; of them, 65 percent went on to postsecondary education. This compared with only 29 percent of their counterparts in the comparison group.

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The High/Scope Institute for IDEAS Daily Routine

The High/Scope Institute's daily routine, described below, provides participants with a wide range of experiences that encourage cooperative and active learning within a supportive environment.

7:45 RISING

8:30 BREAKFAST

Each day, one "room group" (students room together in groups of 4–6, with one staff person) meets in the dining hall 15 minutes early to set up the tables. Breakfast begins with a moment of silence and ends with announcements.

9:00 WORK CREWS

Each room group (students and staff) carries out small buildings and grounds tasks that require daily attention.

9:35 ROOM TIME

Because room groups often provide the best opportunity for forming strong relationships, each room group plans and carries out an activity at this time—canoeing, an art project, journal writing, a nature walk, discussing current events.

10:15 Morning program

Students participate in a small group that includes one staff member. This usually consists of a workshop or work project of their choice (e.g., building a molecular model, reinforcing a suspension bridge, preparing a musical performance).

12:00 Informal time

The 30-minute break between the morning program and lunch serves as a respite during which participants are free to read, write letters, work on individual projects, mingle and talk with others, play frisbee, or work at a computer. Informal times are the only times during the daily routine when participants are not expected to schedule or account for their activity.

12:30 LUNCH

One table group reports 15 minutes early to set up for the meal. Lunch begins with a short song, poem, or reading that serves as a nondenominational grace. Lunch is the main meal of the day. After dessert, the whole group learns and is led in singing several songs. After singing come presentations from morning program groups and any announcements.

1:30 20/20 TIME

This period of time is set aside for resting and individual reflection. Rather than resting in their beds, however, students can choose to spend 20/20 time at some quiet location, reading, writing, drawing, napping, or thinking. Guidelines are that a student must remain in one place the whole time, must be 20 feet away from others, and must not communicate with anyone. It is a time for students and staff to write, read, or reflect.

2:30 AFTERNOON PROGRAM

Afternoon program is similar to morning program; students are engaged in a small-group instructional activity of their choice. Workshops and projects that students participate in during these times often meet for 10 sessions, culminating in a substantial group product/performance.

4:05 SPORTS TIME

Each day, students and staff choose to participate in one sports activity. Possible activities include soccer, volleyball, softball, ultimate frisbee, aerobics, and "new games." Emphasis during sports is on *cooperation* rather than competition. A goal is to reduce the intimidation so often experienced by less experienced players and at the same time provide skilled players with opportunities to channel their abilities into working as team members and assisting others in skill development.

5:00 Informal time/swim

In this recreational break before dinner, if weather allows, swimming is an option.

5:45 Dinner

Dinner, which is a light meal, is followed by singing, presentations from afternoon program groups, and announcements.

6:45 Self-scheduled time (SST)

SST is similar to informal time in that students choose where they would like to be and what activity they will engage in. However, there is the additional expectation that during this time each person will participate in a specific activity planned and led by a staff member or student—one of many announced after dinner. Activities may include discussions, poetry writing, sketching, woodworking, gardening, or preparing a play.

8:00 EVENING PROGRAM

The entire Institute group gathers for an evening activity that can range from folk dancing to a drama performance to a problem-solving experience in math and science. Evening programs provide opportunities to create and explore ideas, work cooperatively, and develop new skills as they also foster a feeling of connectedness and inspiration within the community as a whole.

9:30 RETURN TO ROOMS

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Active Learning: Challenging Teens

by Corey Shouse
Staff Member
and
Nicole Yohalem
Director, High/Scope Institute for Ideas

HIGH/SCOPE'S programs for disadvantaged high school students have their roots in the High/Scope summer program for talented teenagers, which High/Scope President David Weikart and his wife, Phyllis, began almost 30 years ago. The early program drew teen participants of varied economic levels from across the country and abroad and involved them in educational activities designed to engage and develop their talents and skills. The current High/Scope residential program for talented disadvantaged teenagers—the High/Scope Institute for IDEAS—grew out of the summer program and involves disadvantaged high-potential adolescents in a similarly unique educational and social experience.

As in the original High/Scope program, the emphasis during the Institute is on participants' cognitive development in the context of hands-on learning experiences. These active learning experiences include workshops, in which students explore not only science and mathematics but also the arts and history, and work projects, in which they apply their knowledge to physical construction activities. The social and intellectual processes emphasized throughout the month-long experience stress positive relationships and cooperative learning. They also encourage personal initiative, self-confidence, goal setting, planning, persistence, creative problem-solving, and motivation to achieve. The program also includes exploration of career and postsecondary education opportunities.

The following narrative was written by a staff member during the 1992 High/Scope Institute for IDEAS. The article describes his experiences in working with a group of seven teenaged students as they participated in a work project. This enterprise challenged participants' creativity, group problem-solving skills, and belief systems, all in the context of re-creating a traditional festival from another country.

Since the Middle Ages, the carpenters of Valencia, Spain, have celebrated the March 19 holiday of St. Joseph with spectacular bonfires and religious processions. For many years carpenters marked the end of winter and celebrated the coming spring by cleaning their shops and burning large piles of scrap wood in the streets to honor their patron saint. As time passed, the carpenters' woodpiles evolved into elaborate sculptures or *fallas* (fi'yas) made of wood, papier-maché, and paint. By 1900, the creators of *las fallas* were spending thousands of hours erecting four and five-story sculptures each bearing different human figures and elements expressing a satirical social-commentary theme. Today, the entire festival is best known as simply Las Fallas. Each year the many neighborhoods of Valencia spend millions of *pesetas* constructing their fallas. Competition is stiff and the hiring of artists, theme selection, and actual construction are all highly guarded secrets until, just a few days before the festival, when the fallas are displayed in the major plazas and intersections of Valencia. For several days the city engages in a giant celebration, culminating in the midnight burning of Las Fallas. Nothing is saved except for *el ninot* (a small representative figure from the award-winning falla), as the social problems of Spain and Valencia are burned in effigy.

What does this activity have to do with High/Scope's residential program for adolescents? Quite a lot, actually.

As a counselor in the May 1992 High/Scope Institute for IDEAS, I led seven teenaged participants in a 20-hour workshop that re-created Las Fallas and adapted it to American society. The workshop was highly successful, for a variety of reasons. The students not only explored a foreign tradition and learned to create papier-maché sculptures; they also shared a great sense of achievement after designing and successfully completing such a large-scale undertaking. Most important, however, the students learned a great deal about working cooperatively in a small group, acknowledging the perspectives of others, and problem solving.

Key to success in this undertaking were three important features of High/Scope's adolescent Institute: using the **plan-do-review** model (see insert) and employing **divergent questioning**—both in the context of an active learning environment. Also, the students were **engaged as leaders** rather than simply as participants, and this often involved peers helping and teaching one another.

Introduction and Planning — Heading Off Boredom

The initial introduction and planning stage is extremely important in structuring and setting the overall tone for a workshop. In the case of Las Fallas, introducing the

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activity presented a couple of problems. First, the Valencian festival is completely unknown to most Americans. Second, if presented in a lecture format, the festival's background information can seem both lengthy and dry. Once Las Fallas is explained, however, the potential for group engagement is enormous. So the first obstacle was how to introduce such a topic without quickly boring a group of teenagers; the solution was an *active beginning.*

An Active Beginning — The Divergent Questioning Approach

On arrival, group participants met with a stack of color photos of the 1990 Las Fallas festival. My questions about the photos kindled their interest: *What do you think these pictures might be of? How do specific sculptures make you feel? What do you think they might mean?* Asking these and other open-ended, thought-provoking questions got the students actively involved with Las Fallas. It was a better approach than expecting them to passivelyabsorb a lecture about the festival.

Asking questions that didn't have just one correct answer engaged the students in thoughtful reflection on the topic. Also, the questions were of a general nature and safe to answer, so students didn't have to fear saying the wrong thing. This avoided creating the "testing" atmosphere that prevails in many educational settings. For example, a teacher may have a "correct" answer in mind in asking a question: *What does this picture mean?* The "correct" answer usually comes from one student, who says exactly what the teacher considers to be right: *This picture tells the story of a Spanish peasant being shot by French soldiers.* Others, who may not know the one "correct" answer, hesitate to speak. Instead of using such a direct and focused questioning style, I widened the scope of questions to include elements of personal reflection and insight. (*How do you think this sculpture was made? How would you make a sculpture like this?*) This gave students opportunities to reflect and think about questions in their own terms.

Using several sequential questions encouraged the students to think about related aspects of the subject matter: *How does this picture make you feel? What elements of the picture make you feel this way? Why do you think they make you feel this way? What, then, do you see as the message of this painting?* The myriad answers resulting from this technique allow more light to be shed on the issue, and an enriched or alternative answer is often reached. The technique challenges students to develop their own thoughts and ideas and provides everyone with a wide range of information, insights, and opinions that otherwise might not have been revealed.

Applying divergent questioning to the Las Fallas workshop served its purpose well. Questions like *What do you think this sculpture might mean?* and *What do you think this might symbolize?* were answered with a barrage of different and interesting responses. Although some responses demonstrated greater depth or cognitive capacities than others, the process itself allowed for strong participation by individuals who might have been overshadowed in a more traditional, directive setting. Furthermore, the comments and insights of various individuals not only benefited the group but also produced many more questions for the group to answer. While I did have a set of planned issues for discussion, I only guided the group loosely, with questions designed to allow the students themselves to arrive at the important issues and address them.

At this point, the group had discussed and interpreted the various important elements of Las Fallas, based on the photos of the 1990 festival. Although the group had to rely on me to explain or identify the role of certain figures in the sculptures, they were forced to connect these figures to the other elements of the falla and then develop an interpretation of their own. For example, one falla depicted a giant gold lantern that had a witch with a TV camera coming out of the lamp, as smoke. Among other things, many surrounding figures were being strangled by videotape. I provided as little factual information as I could concerning the details of the falla and challenged the students to develop their own interpretation during an in-depth divergent-questioning period. In the end, the group determined that this falla represented biased and abusive TV news reporting. They based their interpretation on the role of the witch, the news logo on the camera, and the fact that many naked and innocent-looking figures were being "hurt" by the surrounding videotape. Even though this was not the exact meaning as expressed by the artist, it was very close, and more important, it demonstrated the deep thought that divergent questioning can inspire.

In addition to the individual falla interpretations, the group also identified, on their own, the following group of key elements common to all fallas:

- **Themes**—Each falla had a central theme or topic, an issue of importance to Spaniards, dealing with anything from global politics to commentaries on pop culture.
- **Criticism**—Fallas presented issues in a one-sided manner. Each sculpture was, in essence, an opinion statement on a central issue. The criticism was always strong, and the artists spoke with little restraint.
- **Humor and satire**—Fallas all seemed to make fun of certain issues and people. Figures were often distorted and changed in such a way as to highlight the problems with humor.

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The Design Phase — A Sense of Ownership, Participation, and Self-Direction

Another important element of the High/Scope Institute for IDEAS is that students have control over the direction, theme, and nature of their work, as long as projects fall within a given set of parameters. This position not only gives the teenagers the sense of respect and control that they desperately want and need, but it also forces them to make decisions and take full responsibility for the project's completion, and its success or failure.

In the case of the Las Fallas endeavor, the group began planning their own fallas by thinking about how a similar event might be applied to American society. As possible themes for their fallas, the students brainstormed a list of all the problem issues they could think of in their home communities and in the world. The group came up with the following list of issues/themes: drugs, crime, police brutality, racism, sexism, prejudice/attitudes, censorship, ignorance/lack of education, gangs, unemployment, homelessness, political corruption, and apathy.

After the list was compiled, we discussed various potential issues, narrowing the list to a core group. This decision-making process was filled with spirited discussion about the relative importance of the issues. Students openly expressed their opinions, and many of them offered personal accounts of how certain problems affected their own lives. This discussion became loud and heated at times, with students enthusiastically debating their ideas. Truly engaged in the discussion, they were approaching problems as if they were entirely theirs to wrestle with and solve. A sense of ownership, participation, and self-direction was obvious. Afterwards, several students openly contrasted our discussion with school situations, where similar topics are discussed in a more passive, controlled manner.

The selection process ended with three different groups deadlocked on three different topics—*racism*, *sexism*, and *political corruption*. Divergent questioning was useful in trying to reconcile various sides of the three-way debate: *What might be one way to solve this problem? What kinds of similarities do you see among these issues?* Eventually the group came to their own unique conclusion. They decided to create a falla by working with the three topics as subthemes under the one general theme of *attitudes*.

It is interesting to note how the group divided itself to represent these three subthemes. Without any intervention on my part, a black male and a white male chose to represent *sexism*; a black male and a white male selected *racism*; and a hispanic female, a black female, and a white male decided to represent *corruption in politics*. Not only did the group divide itself without any apparent racial bias, they also did so with little thought to social pressure. Those who were "buddies" did not stick together; instead, each student acted on his/her own personal interest. This demonstrated that they were truly engaged; but it also suggested that the Institute experience as a whole had been successful in breaking down social and racial prejudices.

The design of the actual falla represents another important phase in the workshop process. Once the subthemes had been chosen, a tentative design had to be made that would best represent each subtheme in a satirical manner within the context of American society. While the students found it relatively easy to recognize and interpret satire in the photos of previous fallas, they found it much more difficult to create their own. More open-ended questions facilitated the process: *What do you think satire might mean? Can you think of something that is satirical? Can you imagine a scene that might represent racism in a satirical way? How would you represent this problem symbolically? What things symbolize racism to you?*

After more than an hour of paper-balling, brainstorming, and sketching, a basic design was finally agreed on. Each group drew their scene from various angles, using as many tentative measurements as possible. Although the entire falla would consist of three different pieces, they would be only minimally separated by a small three-way wall, thus depicting *racism*, *sexism*, and *political corruption* as parts of the central theme, *attitudes*. The group representing *racism* decided to depict a beating scene, involving a case of police brutality, that would show four policemen kicking and beating a fallen man. According to the plan, this scene would be quite elaborate, with one policeman suspended in the air as he jumped onto the fallen man's back. Each figure would be approximately 4½ feet tall and in an action pose. The backdrop would consist of a three-dimensional representation of the victim's car.

The group representing *sexism* chose to depict a rapist and his victim as their subjects. A giant 10-foot statue of the rapist would be standing with one fist punching while the other dragged a kicking and screaming woman by the hair. The rapist would have a ball and chain around his left leg, representing his incarceration.

The group depicting *political corruption* had perhaps the most complicated plan. An enormous, red-white-and-blue, 12-foot Uncle Sam would stand with arms held out, the right patting a rich banker on the head, and the left shoving a shabby-looking man in the face. One of Uncle Sam's legs would be firmly planted on the ground while the other stomped on a small box containing a homeless person. A small shoeshine boy would be polishing Uncle Sam's boot as it crushed the homeless man's box. Finally, (as will be explained later) a third arm would jut out from Uncle Sam's stomach.

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Construction — Technical, Social, and Psychological Accomplishments

Construction proved to be by far the most time-consuming and physically difficult task. Beginning, as always, with the first step in the plan-do-review process, we began by thinking of different ways to bring life to our designs. This process served as another wonderful problem-solving exercise, forcing students to think through their construction plans in a detailed, step-by-step manner. Several different strategies were derived for construction of the figures and framework. These ranged from using steel pipes to sculpting styrofoam blocks or joining wood boards to form the skeleton figures. The specific technique, costs, and advantages involved in using each material, as well as the time needed for construction, were all discussed. As I asked questions and offered feedback, the group planned its own course. Questions included, *How could you use styrofoam to build these figures? What is one way you can think of to join these pieces? What potential problems can you imagine? How might you calculate the time needed to build the fallas using this technique?* The group finally reached the conclusion that building wooden skeleton figures and then fleshing them out with chicken wire, papier-maché, and paint was the best strategy, based on these facts: The materials were abundant and inexpensive; as a group, the students had some experience working with wood; burning the wood would be safe and easier on the environment than burning styrofoam or metal; and the wood and papier-maché technique was exactly the same as the traditional technique employed in Spain.

Once the means of construction had been developed, construction began, presenting the group with many more interesting challenges. The first task, to put specific measurements to their sketches, led to questions about scale models and human-body proportions. All of the groups had figures that were either bigger or smaller than actual size, so this required applying basic math skills: *If the scale model of a man is 4 feet tall, how long should his car be? If Uncle Sam is 12 feet tall, how long should his arms be? How long is your arm, Corey?* The answer was offered by one of the students—ratios would be used to determine proper scale. Students measured objects around them to establish the actual measurements of people, cars, and any other objects to be represented in the falla. Ratios where then used to calculate the specific measurements for the scale models.

An interesting question came up when students determined that the 10-foot figure of the rapist should have a head some 35 inches around. After discovering this, one of the girls shouted satirically, "That rapist ain't got no big head, it's small and empty!" This comment sparked a conversation that drastically affected how the others constructed their figures. *What does size represent? How might you use it to make a statement?* The sexism group thought it would be symbolically perfect to make the rapist's head small to represent his lack of thought.

Not only did this discovery alter the size and shape of the other figures, but it also inspired the students to do more with the figures. Instead of representing the brutal police as men, they turned them into literal pigs in uniform, complete with curly tails and pointed snouts. Uncle Sam's arms were greatly lengthened, and a third arm was added—one that jutted out from his stomach and held a mobile depicting the White House, the Pentagon, and the houses of Congress. It was obvious that through hands-on experiences, the group had come to grasp the satirical nature of Las Fallas, and now they were manipulating it with great success.

The construction phase began with many more questions. *What size wood do we use? How do you make the limbs look natural and not like stick-figures? How does this saw work?* The discovery process continued as the group worked to find ways to make the figures stable and lifelike. Instead of using long, straight pieces of wood, the students quickly discovered that they could cut smaller pieces at angles (to form limb joints) and then fasten them together by using smaller squares of plywood as nailed-on "patches."

The construction process was impressive, not only because of the technical accomplishments but also because of the social and psychological achievements. For several of the students in the group, power tools were alien and scary devices. With a little encouragement and hands-on learning, however, the students quickly overcame both fears and gender stereotypes. Though neither of the female participants had previous construction experience, both quickly became such productive and competent participants that many of the boys came to them for help or support.

Completion of the wooden skeletons was a great boost for the group; seeing some tangible results of their work inspired them to push ahead. The planning phase had been active and engaging, but it lacked the physical sense of accomplishment that construction provided. Once the skeletons had been made, the figures had to be covered with chicken wire and papier-maché. Again the group had to wrestle with new technical questions. Although I knew good answers to their problems, I maintained my role as facilitator, allowing them solve problems themselves without too much struggling. They quickly discovered that teamwork was the fastest and most efficient means of chicken-wiring the figures. One person cut the chicken wire while another stapled it to the frames and dictated the measurements for the next piece.

The papier-maché phase of the project proved to be the messiest and hardest. All the completed chicken-wire figures had to be covered with papier-maché. Hands, facial features, and heads also had to be made. The

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students were resistant to the mess that the flour paste made and also were frustrated by the required attention to detail. Balloons were chosen for heads, and hands were made from blocks of wood and dowel pieces. Slowly but surely, they covered each figure with papier-maché and painted it in bright colors.

After all the arduous work put in by the group, it struck me that perhaps they would hesitate to follow through with the burning of the sculptures; they seemed to have such a deep sense of ownership over their creations. However, I was wrong. In fact, they had already begun planning the dramatic event—everything including the site for the festival, the speeches they would present, and the safety issues related to the burning.

The Conclusion — Sharing Insights and Accomplishments

The group's efforts were fully rewarded one evening shortly after nightfall, when the entire camp group was brought together in the valley and their Las Fallas creation was unveiled. Each student involved spoke proudly of the work, describing both the creative processes involved and the political and social implications. From the looks on the faces in the crowd, it was clear that the presentation had an emotional impact on everyone present, students, staff, and directors. Finally, after everyone had a chance to tour the sculptures and digest their meaning, each artist approached the work and removed a small piece as a token of remembrance. Then came the flames, and the powerful insights of the seven teenagers burned their way into the memories of all present.

To learn more about intervention programs for adolescents, purchase *Challenging the Potential: Programs for Talented Disadvantaged Youth* (Cat. #RR1032, $29). Use center insert to order. For information on High/Scope's adolescent programs, or for application materials for the August 1993 Institute for IDEAS, which will be held at the High/ Scope Conference Center in Clinton, MI, please contact Nicole Yohalem at High/Scope, 600 North River St., Ypsilanti, MI, 313/485-2000, ext. 244, or FAX 313/485-0704.

PLAN-DO-REVIEW — Not Just for Young Children

Integral to the active engagement process used in the High/Scope Institute for IDEAS is a commitment to challenge teenagers to make their own choices and decisions. This means that students initiate their own actions and subject those actions and their outcomes to reflection and evaluation. This approach is modeled after the plan-do-review process, which is central to the High/Scope Curriculum at both the preschool and the early elementary levels. Adults using the High/Scope Curriculum encourage children to plan an activity or action, allow sufficient time and materials for children to execute their plans, and then facilitate the children's reflection on their actions (by encouraging discussion of some sort of visual or written representation). Thus, children are encouraged to approach their activities with intention, take initiative, and learn from actions taken.

The basic plan-do-review process is modified only slightly when put into practice with adolescents at the High/Scope Institute for IDEAS. There, it helps staff capitalize on adolescents' greater capacity for information processing, problem solving, self-awareness, initiative, and responsibility.

Plan: Students become aware and take responsibility for their thinking processes and development. They are encouraged to analyze situations and goals, consider a variety of resources, and be open to new approaches, alternatives, solutions, and directions.

Do: Students make choices, propose initiatives, test different approaches, and carry out plans. They are encouraged to take risks and to persist in the tasks they designed, even when faced with obstacles.

Review: Students reflect on the effectiveness of their actions in regard to their own objectives and the impact of their actions on others. Students also consider and determine revisions to original ideas, or plans, that would have resulted in more-desirable outcomes.

Although the Institute's daily schedule does not designate specific times of the day as *planning time, work time,* or *recall time* (as is the case in the High/Scope early childhood programs), each Institute activity—including individual and group projects—engages students in all three stages of the plan-do-review process. High/Scope Institute staff, like early childhood staff, are trained to facilitate each stage of the process. Plan-do-review is an ongoing process with adolescents. If anything, *more* time is spent engaging youths in plan-do-review at the adolescent level. Planning is generally detailed and often involves the design and creation of models; the work of carrying out plans can last for several hours spread over several days; and the review process occurs intermittently, as projects progress, as well as in detail, upon their completion. The project described in the accompanying article is an excellent example of how the plan-do-review process is carried out with adolescents.

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Training Family Child Care Providers

M. Kathryn Spitzley
Owner, Good Times Family Child Care Group Home, Holland, Michigan

Some aspects of providing care for children in your own home setting are very different than providing care in a center or preschool. This session will identify and explore those differences as well as generating strategies for High/Scope trainers.

Good Times Family Child Care
Daily Routine

7:00am Lunch preparation, disinfectant change, old towels away, new towels set up, finish any maintenance tasks not completed the night before, set up specific things for worktime.

7:30am Greet children and parents, set up breakfast, assist with transition needs, assist with breakfast, supervise children.

8:00am Second adult arrives. Adults supervise children in the Game Area, finish breakfast, prepare kitchen for worktime and snack. Planning time begins when enough children have gathered or children present need other things to do. During Planning Time children learn to choose what they are going to dc, what materials they'll use, and who they will work with. I believe this process teaches the children initiative, responsibility, creativity and self-esteem.

8:30am Work Time — Children make choices in various areas with various friends. Adults interact with children, supporting their play, expanding their ideas, supervising play, managing alternatives. This is the time of day that all adults observe children's play for the purpose of writing anecdotal notes. There are 54 key experiences that children need in their preschool years. Our observations help us assess what experiences these children are having and what we may need to plan for next.

9:30am Recall — Children remember, re-enact, and talk about things they did during worktime. This helps form their thinking processes and give them some control over what happens throughout the day. Learning the process of recall helps them remember what we have done in the daily routine and what they need to be ready for next. It supports initiative and independence.

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10:00am Pick-Up and Snack time — Having recall first allows us to manage the pick up process. All of us go to snack together. Usually children help set the table and pass the snack. (In the past we have assigned these jobs, but we are not doing that yet this year.)

10:30am Outside Time — We attempt to go outside everyday or have active moments available for children. Outside time offers them the exploration of how they can move physically, and what they can do with their friends. It simply allows them the freedom of space.

11:30am Lunch Time — Our goal is to have lunch ready by this time. Sometimes children help prepare it. We can plan such an activity as part of the worktime. Again we look for volunteers to help set the table. (Right now the youngest three are learning one-to-one correspondence by doing this. This may involve all three adults!)

12:00pm Storytime — Children brush their teeth which gives them practice in taking care of their own needs. Then they prepare for rest time. We vary the stories according to content, children's interests and activity level. Some stories are repeated often enough so children can tell the story themselves.

1:00pm Nap and Rest Time — Everyone relaxes and staff begin our daily planning session. We record our observations of the morning, fill out the "What I Did Today" papers and plan activities for the afternoon and the next morning. Facility issues, scheduling matters and other special topics can also be considered at this time.

2:00pm Free Play — Generally most children are up at this time. Since some may still be sleeping, activities are limited to the kitchen (Art Area) and the Block Room. One adult is available to supervise play but may not enter in the play (unlike worktime).

3:00pm Snack Time — Now begins our afternoon directed activities. All children gather for snack, and like the morning snack, we ask them all to try to use the bathroom.

3:30pm Circle Time — This is an adult-directed series of activities. Because of the various ages of the children, this has to be an active time, if we are to maintain interest and manage appropriate behavior.

3:45pm Small-Group Time — Adults direct this activity because we choose the materials. Children need to choose how to manipulate those materials. We often introduce things here that are available the next day at worktime. This continual reinforcement helps children gain the skills they need.

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4:00pm Adults are cleaning up from small group. One adult leaves for the day. Children are free to choose from a limit of activities so adults can be available to supervise behavior. Sometimes outside play is the preferred choice for this time of day.

5:00pm As soon as a majority of children have gone home, one adult begins the final clean-up activities. To maintain a healthy environment, we have assigned different tasks to each evening.

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Designing Family Day Care Environments

By Jim Greenman

This was adapted from an article in the November/December 1990 issue of Child Care Information Exchange.

The highest quality child care — home or center — offers personalized, individualized care and learning in a warm, secure, experience-rich environment. The program fits the child, not the other way around. The adult focus is more on learning and facilitation than on teaching and direction. Adults listen to children and carry on individual conversations with them about real issues of concern to the children. Parents are respected, not just as partners, but as senior partners when it comes to the care of their child. Services are flexible, accommodating within defined limits the needs of the child and family. There is a warm and respectful relationship between family and program that extends over time.

Places for Childhood

Good child care places are not places where childhood is experienced under florescent lights, always surrounded by children the same age. They rarely involve institutional living where the individual must fit the institution, standard operating procedures prevail, and most of the adult-child interactions are child management. Homes can have significant advantages over center-based care in providing a "place for a childhood" and a good early education.

Scale

Homes are human-sized institutions. Serving a small number of children and families gives a family day care home a head start in achieving personal relationships and flexible routines and services.

The Home Itself

Young children need experience and support, not instruction, and they need care over the long day. Homes are designed and equipped for living: eating, sleeping, caring, resting, being together, and being apart, which makes them natural learning environments. Children learn what the world is made up of and how it works when they are engaged in the real life of the home - the cooking, cleaning, and shopping. Homes are laboratories for active learning when we encourage exploration of the life within: the sunlight, breezes and frost on the window; the shadows descending on a corner of the room; the sifting, kneading and mixing in the kitchen; setting the tables; feeding the cat under the ledge and the birds outside the window.

Where are the 3-R's in family day care? Everywhere! Young children are learning what they need to learn through serious hands-on investigation. The importance of reading and writing are reinforced by the emphasis on written and spoken language and symbol recognition. Children learn mathematical concepts through pouring, classifying, sorting, measuring and numbering activities — working out the concepts of more and less, one to one correspondence, and addition and subtraction. Much of this can happen naturally when children are involved with shopping, cooking, laundry, and putting things back into labeled storage containers.

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A good home naturally has environmental variety, or "different places to be." It is important to have places of different size and shape, with different feels and sounds, and different lighting and colors over the long day. Remember your favorite childhood places: under the piano or the tree out back, behind the couch, on the slippery chair, in the stairwell, or on the stairs.

Homes easily provide a "place to pause" when the world moves too fast, or a child has to get her or his dignity back together. They also supply places to concentrate and focus on books, puzzles and the work of early education. Homes have places to fill up or empty out, and to work through other important spatial concepts of in and out, over and under, and mathematical concepts of volume, distance and shape.

The more formal and crowded conditions of a center often result in fewer "places to be," much less spatial variety and few places to concentrate.

The Multi-age Group

Children learn from each other, probably more than they do from adults. They learn from playing, helping, and watching each other navigate life's waters. In an multi-age group, children are also more likely to be accepted as individuals, rather than just "one of the preschoolers."

The Developmentally Appropriate Home

A family day care home is developmentally appropriate if:

- care is individual, personal and responsive.
- learning is individual and child choice is valued.
- learning experiences are active, concrete, and relevant to the child.
- all developmental areas are addressed in the learning environment.
- a wide variety of experience is available to accommodate wide ranges in interests and development.
- providers respectfully facilitate, guide, encourage, and nurture each child's self-esteem, competence, and self-reliance.
- the child's great need for movement, expression, noise making and exuberance is planned for.

A typical developmentally inappropriate home is likely to require children to be too passive and group oriented, allow for little individuality, and focus more on waiting, instruction, and child listening rather than on learning and child doing. There may be too much T.V. or instruction, waiting while older or younger children's needs are attended to, or housekeeping. Children may be restricted to only a small part of the home. Either a long unstructured day or a too structured day puts the burden of adjustment on the child.

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The Challenge of Family Day Care

Balancing Your Family and the Day Care Home
The value of family day care lies in making full use of the family home, not confining children to one room. That may, however, not result in the best place to live and may put a strain on family life.

In most family day care homes, the solution to this problem lies in good planning and purchasing that allow for a daily transformation of the home. Key elements of this planning include:

Storage
Plan for quantity and convenience. Every step saved and every minute not spent looking for something translates into time and energy for children. Store play materials, cleaning supplies and equipment close to the point of use; use baskets, stuff sacks, under bed boxes, under cushion storage, closet organizers, tubes, and trunks.

Transformable Learning Centers
Define an area by its surface and teach children the limits of activity on that surface: a rug, carpet square, tray, tablecloth, tarp over the furniture, or chalkboard on the floor. For example, a tarp on the couch makes it a jumping platform; a green felt tablecloth turns the table into a village green for play people.

Portable Learning Centers
In a box, backpack, suitcase, or tub, pack a surface and play/work material and develop a drawing suitcase, a camping prop box, or a nature investigation back pack.

Flexible Furnishings
Trunks can be tables as well as storage. Shades can be display areas for art. TV trays, car seats with trays, and wading pools can have multiple uses.

The right equipment and furnishings support a developmentally appropriate setting for caring and learning. The goal is to maximize both child and adult competence. With furnishings and equipment that support appropriate, independent child use and easy adult use, children will have more experiences that help them reach developmental goals and caregivers will have more time to care for children and to support their learning. A well-equipped, developmentally appropriate family day care home provides the following:

- Soft, comfortable furniture: couches, easy chairs, futons, pillows.
- Child-accessible open storage: shelves, bins, cubbies, carts, bags.
- A variety of play materials: Sufficient variety to rotate play materials.
- Sufficient quantity of play materials: More of the same items such as Legos® of blocks are usually preferable to a smaller number of similar items. These items require large quantities per child for their potential value to be realized.

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- Duplicates: Duplicates of popular items are important to facilitate smooth social relationships, particularly for toddlers and young preschoolers.
- Learning materials offering a balance of:
  - Open/closed: Open materials such as blocks, clay, and painting materials have no correct outcome. Closed materials such as puzzles, Montessori materials, or worksheets involve a right answer or a clear ending.
  - Plastic/wood/metal: An imbalance of brightly colored plastic is a common problem that creates an overstimulating aesthetic.
  - Commercial toys/stuff: "Stuff" is everything not designed to be toys that children play with - pots, pans, cardboard, twigs tools, and other "junk."
  - Novelty and challenge/familiarity: Opportunities for practice and mastery, as well as for novelty and challenge.
  - Active/quiet play materials: Trucks and balls and boisterous dramatic play items as well as books, stuffed animals, dolls, and manipulatives.
  - Individual/social play materials: Some equipment requires that children use it together, other materials allow for solitary use.
  - Simple/complex materials: A simple item such as a rattle or car has one obvious use. A complex item like a play bus with people has subparts, or multiple use that allow children to improvise.

Criteria for Equipment Selection

- Durability: How long will it hold up? Family day care home use is harder than home use.
- Safety: Does it have sharp edges or corners? Parts to swallow? Toxic surface? Will it be pulled or tipped over? How will it wear or break?
- Health: Does it allow for easy cleaning and disinfecting?
- Size/scale: Is it the right size and scale for projected and unanticipated use by children or adults?
- Quality of play experience:
  - Variety of use: Can it be used by different children (age, size), for different activities?
  - Interest: How long will it hold a child's interest?
  - Challenge: How long will it challenge a child?
  - Developmental/educational value: What developmental needs or educational skill does the use of the equipment engender?
- Quality of caring experience:
  - Is it consistent with the child/parent experience?
  - Does it help the provider's task?
  - Does it add to the child/parent's sense of security?
- Accessibility/independent use: Does the equipment require adult assistance in display, preparation, or use?
- Aesthetics: Is the design attractive? Does the color, size, and shape add or detract from the overall aesthetic of the home (e.g. will there be too much primary colored, plastic equipment)?
- Appeal to a variety of senses: A mobile with sound appeals to sight and hearing.

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- Authenticity: Real items used for real activities - garden tools, workbenches, kitchen and cleaning utensils.
- Cost/value: The value of an item depends on the significance and length of its use relative to the price.

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Advanced Training
The New Training Materials:
Active Learning and Adult-Child Interaction

Mark Tompkins
Senior Consultant, High/Scope Foundation, Ypsilanti, Michigan

Consistency and quality are the goals of High/Scope training activities. In order to meet these goals we developed a training "package" that has been used in the Lead Teacher Training Program (LTTP) and the Training of Trainers Program (TOT). The package consists of a set of five participant guides: Active Learning, Adult-Child Interaction, Learning Environment, Daily Routine, and Assessment. Each participant guide contains activities, information, worksheets, and reference materials. All participants in the TOT or LTTP use these guides during their training. The guides replaced the bulky blue notebooks that overflowed with handouts and training materials.

In conjunction with each participant guide, we also produced a trainers guide that defines how to use the new material. The trainer guides provide the trainer with a workshop sequence, outcomes, activity choices, a sample agenda, and a description of each activity.

This set of materials is vital for all certified trainers as it will bring you up-to-date on the latest changes in the High/Scope approach; make your training consistent with other trainers; and acquaint you with a wealth of new training ideas.

Their workshop will introduce the first two participant and trainer guides: Active Learning and Adult Child Interaction. During the first session, we will review the total training package, and introduce the *Active Learning Participant Guide* and the use of the package will be discussed.

The *Adult-Child Interaction Participant Guide* and *Trainer's Guide* will be introduced in the second session. We will review sample agendas, activities, and discuss the importance of adult-child interaction training in the High/Scope educational approach.

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Active Learning for Families: Family Literacy

Bonnie Lash Freeman
Director, Training, Planning and Development,
National Center for Family Literacy,
Louisville, Kentucky,

The deep structure in any system resists change. The emerging structure must have support to survive resistance, which threatens relationships. Therefore, Family Literacy Programs must be family-centered projects, likely to support and strengthen family functioning.

Notes

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Character Education: A Daily Routine of Opportunities

Judy Preston
Early Childhood Specialist, Region IX Education Service Center, Wichita Falls, Texas

Take the mystery out of teaching values in the public schools! Gain valuable insight into the character education debate and leave with practical ideas for promoting values in the schools. This session will discuss current research in successful character education programs.

Notes

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Sights and Sounds of Children: A Look at Early Childhood Settings Around the World

Shannon Lockhart
Research Assistant, High/Scope Foundation, Ypsilanti, Michigan

An introduction to the The High/Scope International Videotaping Series. Experience the different types of activities children are involved in around the world (e.g., poking paper activity, matching colors and shapes, making vegetables with playdough, etc.).

The High/Scope International Videotaping Series

Three videotapes of early childhood settings from the NEW *High/Scope International Videotaping Series* are featured. These videotapes have been produced in connection with the IEA Preprimary Project, an international study examining the nature, quality, and effects of the experiences of children prior to entrance into formal schooling. The project consists of 15 participating countries and is conducted in three phases. Phase 1 identifies the different types of early childhood care and education settings parents choose for their children prior to entrance to school. Phase 2 examines the experiences of 4-year-old children in the settings identified in Phase 1 and the relationship between children's developmental status and their experiences in these settings. Phase 3 assesses the effects of experiences in the various settings on the development of the same children at age 7.

As a part of this project, the international videotapes represent what actually happens in early childhood settings in the various countries involved in the IEA Preprimary Project. Each country chose typical settings (i.e., preschools, child care centers, family day care homes, etc.), in which their 4-year-old children are commonly cared for.

The following is a list of other uses for the videotapes:

- Observing children's behaviors in different countries
- Viewing different teaching styles in other countries
- Observing adult/child interactions in different types of activities
- Training teachers and students in multicultural early childhood education
- Helping teachers who work with children from other countries by providing examples for teachers to incorporate similar experiences and activities into their settings
- Providing a cross-national context within which to view early childhood education in the United States

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- Compare findings to actual observations of children's activities, the adult's behavior and degree of involvement with children, and how the adult organizes or structures the children's time or daily routines within these different types of settings
- Provides knowledge of available early childhood services to families and description of each country's present caretaking situation
- Viewers will see how facilities, materials, and program philosophies not only vary from country to country but from setting to setting
- Provides a critical view of settings' practices for each country
- Provides an objective view of what typically happens in early childhood settings in each country
- Provides a tool for learning observation skills
- Provides education professors with an international curriculum for teaching students

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Head Start's New Approach to Helping Families: The Family Service Center

Ann S. Epstein
Senior Research Associate, High/Scope Foundation, Ypsilanti, Michigan

Leslie McAdoo
Research Assistant, High/Scope Foundation, Ypsilanti, Michigan

The Ypsilanti Head Start Family Service Center, Ypsilanti, Michigan is one of three dozen Head Start demonstration sites nationwide created to help families deal with literacy, employability, and substance abuse problems. In this session, a panel of presenters will describe the FSC case management model, the range of services provided, and the collaborative relationship between program and evaluation staff.

Ypsilanti Head Start Family Service Center Year One Evaluation Report

Executive Summary

The Ypsilanti Head Start Family Service Center (FSC) is a three-year demonstration project aimed at enhancing the self-sufficiency of families whose children are enrolled in the Head Start program. Clients enter the program when their children are three years old and receive services for two years in Head Start and a third year when their children attend kindergarten.

An independent evaluation of the Ypsilanti FSC program is being conducted by the High/Scope Educational Research Foundation. The first-year evaluation accomplished three major objectives.

(1) **The evaluators and program staff collaborated to develop a study design and set of instruments that simultaneously met the needs for planning client services and collecting evaluation data.**

- The **formative evaluation** documents the development and implementation of the FSC model during the three years of the project. The FSC Supervisor keeps records and prepares progress reports describing the training and activities of the FSC staff. The evaluator collects and analyzes data on the services delivered to FSC participants. The evaluator also interviews FSC staff members about their activities and job responsibilities using the instruments developed by Abt Associates, the national evaluator of the FSC Demonstration Project.

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- The **summative evaluation** examines the impact of FSC on clients' self-sufficiency during the two years they are in the Head Start program and in the third year when their children enter kindergarten. The evaluation addresses the target areas of the FSC demonstration program: literacy, substance abuse, and employability. It also looks at related factors in the areas of housing, transportation, child care, parenting skills, health and nutrition, and support systems. Although resources do not permit assessment of child outcomes, the evaluation looks at attendance in Head Start and kindergarten. The outcomes of the 54 FSC clients and 45 non-FSC adults are compared on these summative evaluation measures.

(2) **Analyses of baseline data generated a profile of FSC participants. This picture clarified the most likely areas of program impact, notably through services directly and indirectly related to employability.**

- **Family background**. Most participants (91%) in the Ypsilanti FSC are female and are the parents of the three-year-old target children in the sample. Clients range in age from 18 to 52 with a mean age of 29 years. One-third are currently married. Almost three-quarters are African American, one-fifth white, and the balance are of Hispanic, Asian, or other ethnic background.

- **Adult education**. Over three-quarters have high school degrees and the group averages 12 years of formal education. One-fifth are currently obtaining additional education or training. Compared to other FSC populations, the Ypsilanti population may be better educated than most program entrants.

- **Literacy**. With one adult exception, all the adults and children in the group speak English as their primary language. Literacy materials in the home are varied and numerous, especially books and writing and drawing materials for children. Adults seem somewhat conflicted about their own literacy skills, on the one hand rating their reading ability as quite good but on the other hand often expressing a desire to read better. Similarly, they present a mixed picture as role models of literacy. Although their own reading is sporadic, they report reading to their children on a very regular basis.

- **Children's education**. On average, children of FSC clients attend Head Start close to 80% of the time. Adult self-sufficiency, particularly education and training, appears to be associated with children's Head Start attendance. As program effects are explored in subsequent project years, more and stronger relationships between adult functioning and child outcomes may emerge.

- **Employability**. Less than half of the FSC clients are currently employed, although all have been employed at least once in the past. Those who are employed typically work in unskilled jobs. They average nearly three years in their current positions, working close to full time, and earning $11,000 annually. Those who are unemployed have been without jobs an average of 19 months. Over half the group are unhappy with their current job situation, while one-fifth (15%

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unemployed; 5% employed) want to find jobs or improve upon their current position. Clients view the major obstacles to employment as being *inadequate pay* and *child care* (for 1/3 of the cases), lack of *transportation* and *job skills* (for 1/4 of the cases), and *health problems* (for nearly 1/5 of the cases).

- **Substance abuse**. Aside from occasional alcohol consumption and minor use of marijuana, FSC clients report little consumption of drugs. With only two exceptions, they do not see themselves as having substance abuse problems. Because participants do not see and/or report problems in this area, it is unlikely that FSC can have a significant impact on substance abuse issues.

- **Public assistance**. At program entry, FSC clients depend fairly heavily on public assistance. Two-thirds receive AFDC, food stamps, and Medicaid. More than half run out of money for food on a regular basis. In addition, half of the clients live in subsidized housing and nearly two-thirds of them would like to improve their housing situation.

- **Support systems**. In addition to public assistance, clients do appear to have strong personal support systems to share both the problems and the good things in their lives. Most (57% to 87%) can turn to family members or friends in times of trouble. Participants also clearly see Head Start as an important component of their support system. They believe the program can help them, especially in the areas of education, employment, and parenting skills. And they believe the program can benefit their children in a wide range of social, emotional, and intellectual areas of development.

Based upon this participant profile, it is clear that the Ypsilanti FSC can expect to have its major impact in the area of employability. Services can take the form of direct assistance in such areas as training and job searches. Help can also be provided through secondary support in securing such things as child care, transportation, and health care. The program can also continue to enhance adult contributions to children's education. Here too, assistance may take both direct and indirect forms. Direct help with clients would reinforce the importance of maximizing learning opportunities at home and at Head Start. Indirectly, improving adult self-sufficiency may make it easier for parents to take advantage of educational opportunities for their children. Parents whose own lives are in order may be more likely to guarantee their child's involvement in Head Start and, in years to come, in public school.

(3) The first year evaluation established the statistical comparability of the FSC and comparison groups. This comparability will allow subsequent analyses to separate program versus background effects with reasonable confidence.

- The two groups were comparable with regard to background characteristics, education and literacy, employability, substance abuse, and use of public assistance.

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- In secondary areas such as housing, transportation, child care, and personal support systems a few significant differences emerged. These factors will be explored as possible explanatory variables in analyses of program impact.

  > Members of the comparison group expressed significantly more satisfaction with their overall *housing conditions*, particularly with such features as utilities, helpfulness of neighbors, playmates for their children, and convenience to shopping. However, variables of primary relevance to program outcomes (e.g., convenience to transportation, work or school, and child care) were not significantly different for the two groups.

  > Overall, comparison parents expressed greater interest in attending *workshops on various aspects of child rearing*. Whether this difference is one of interest in child development, or concern about problems they are having in the family, is not known.

  > Adults in the comparison group have significantly more people in their *personal support systems*. The importance of personal support networks in coping with stress is well-documented. The (in)direct impact of support on FSC target areas, while unknown, will be explored in the follow-up.

The evaluation in next two years will investigate the effects of the FSC program and their implications for the lives of the adults and children in Head Start.

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Evaluation of Teachers: Is it Keeping Up?

Maizie Argondizza
Early Childhood Consultant, Portland, Maine,

As a school district embraces a developmental approach to education, making changes in teaching strategies and curriculum is often the starting point. When current practices in child assessment no longer fit into the new paradigm, new measurement tools are developed. As the teacher's role shifts from director of the teaching process to facilitator of the learning process, are teacher evaluations keeping pace? And what is the role of the administrator in supporting teachers during this change? This session will explore these issues.

Notes

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Enabling the Learner Through Music: The Elements of Music

Elizabeth B. Carlton
Endorsed Movement Trainer, Assistant Professor/Director Community Music, Catawba College, Salisbury, North Carolina

Phyllis S. Weikart
Associate Professor Emeritus, University of Michigan, Director — Education Through Movement: Building the Foundation which is an associate division of High/Scope Educational Research Foundation Ypsilanti, Michigan

The newly developed music key experiences for the preschool/K-3 curriculum provide a guide for adults to awaken and develop children's natural musical intelligence and abilities. Gaining understanding of several of the elements of music will enable educators to implement their use in effective ways throughout the day while enriching the classroom climate.

SESSION 3

Warm-up — **Danish Masquerade CD4**

Feeling and Expressing Steady Beat
> *Matching the beat of recorded music, songs, rhymes*
- Recorded music — **Bechatzar Harabbi RM6**
- Songs "Muffin Man," "Beat is Steady"
- Rhyme "Wise Old Owl"

Feeling and Identifying Meter
> *Identifying same and different meter* — ***D'Hammer... RM7***, ***Twelfth St. Rag RM5***

Expressing Rhythm
> *Moving to rhythm patterns*
Responding to box notation

Labeling Form
> *Identifying and responding to different sections of recorded music* — **Cumberland Square RM3**
> *Labeling and using AB, ABA, and ABC forms* — **Tant' Hessie RM7**, **Zigeunerpolka RM2**

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Fearful of Children Running Amok? Effective Strategies for Cooperative Grouping of Children in K-3 High/Scope Classrooms

Cathy Hough
Consultant, Educational Training Consultants, Valley Center, California

Ann Wilmshurst
Consultant Educational Training Consultants Long Beach, California

Almost everyone agrees children should work in small groups during language, math, and science workshops as well as at other times, but how do you get them to work cooperatively, at the same time focusing on the assignment? In this workshop you will learn strategies to begin the cooperative learning process.

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High/Scope Infant-Toddler Sites: An Illustrated Tour

Jackie Post
High/Scope Certified Trainer, Ann Arbor, Michigan

How are infant and toddler sites different from preschool sites? How are they the same? Come and see, through slides and photos, several infant-toddler sites, how adults are providing environments to meet the needs — social, emotional, physical and cognitive — of our youngest in group case settings.

Introduction

The needs of infants and toddlers in group care settings are distinctly different from, although related to, the needs of older children in the same settings. This becomes more obvious when we take a closer look at the three following areas which make up these environments:

- Daily Routine
- Physical Environment
- Interactions

Daily Routine

There are two aspects of the word "routine" to consider: 1) the daily schedule and 2) the way in which things are done. Both of these ideas, however, deal with the concept of consistency. Infants and toddlers rely on the adults in their lives to maintain order and to reduce the variability which otherwise could become overwhelming to them. There is a great deal of security in having a consistent routine, both in the order of events in their day and the consistency of how routines are carried out.

Let's take a closer look at these two aspects of routine.

Daily Schedule

Examples of daily schedules taken from several infant-toddler sites are listed at the end of this section. After reviewing them, you will notice that even though they are different from each other, they have many features in common.

- For one thing, these schedules demonstrate, just by their existence, that there's a routine for this group of children. (For the youngest infants we do not usually see a group schedule as each child's timetable varies. However, caregivers are sensitive to and respectful of those individual timetables, thereby providing consistency for the infant.)

- As the time beginning in infancy and going through toddlerhood is such a developmentally diverse period, you will notice this developmental diversity reflected in

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the routines. The younger the children, the less specific is the routine as to what occurs during the designated time periods. However, the time periods themselves remain consistent, again providing that stability. That is, the schedules stay the same from day to day until carefully thought-out changes are made by the caregivers.

For sites where the infant-toddler group is a mixed-aged grouping, caregivers interpret this routine for the particular children with whom they are interacting. In these cases, the routine may be written a little more generally, but each caregiver consistently implements what is appropriate for his/her children.

- The length and variation of activities is appropriate for these age groups. Sometimes shorter amounts of time are allocated for group activities (small group, teacher-directed, art - whatever they may be called) and busy and quiet times are alternated.

- Much time is spent on physical care interactions: feeding, diapering, child clean-up, napping. These are important times for caregivers and children to develop their knowledge of each other - times for the child to learn to depend on this caregiver to meet all of her needs and time for the caregiver to come to know this child as an individual, discovering her temperament, her needs and how she expresses herself.

Consistency of Elements Within the Routine

What we're examining here is how activities and daily occurrences are carried out in a consistent manner. Consider the following anecdotes:

At nap time, Matt was asked by his caregiver to put his socks inside his shoes. He found his shoes under his cot, where the children put them at nap time, and put his socks inside them.

The moment the children's lunch boxes were set on the table, Dario and Brittney both said "Eat, eat" and tried to grab the lunch boxes. A few days later, Brittney pushed the step stool over to the sink and said, "Wash hands" after the lunch boxes were brought into the room.

"One, two, three, four, meet me by the purple door," chants Christine (an adult) as the children finish getting on their coats to go outside.

The lights in the toddler room are turned out as a signal to begin clean-up time. A caregiver starts singing, "Clean up, clean up, it's time to clean up." Some of the children join in the singing.

It was nap time and Alicia grabbed her blanket and said "Night-night."

In all of these anecdotes children relied on adults, or the structure adults have provided, to have some control over these portions of their daily routine.

In the anecdotes above, Matt knows where he can find his shoes, thus enabling him to take care of his socks by himself. Dario and Brittney have come to expect that the appearance of lunch boxes is followed - as quickly as possible - by lunch being served. Christine's children

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know that they will be going outside if they hear the song to line up at the "purple door". Turning lights off signals the beginning of clean up time in some programs. In the final anecdote, Alicia has gained even more control over the routine, completing part of it herself by grabbing her blanket before going to sleep at nap time. All of these children are able to rely on routines established by adults or by themselves, thus giving continuity to their days.

Of course, routines, both daily schedules and how each part of a routine is carried out, may vary due to special activities, the regular caregiver's absence, and any other number of reasons. However, maintaining a consistent routine and providing consistency within the elements of that routine provide the most stability for children, enabling them to feel secure and to develop their own sense of order, continuity and self sufficiency.

Physical Environment

Obviously, there is a great variety in physical environments from setting to setting. But what similarities do we see in physical environments that strive to meet the needs of this group of children? Consider the following characteristics of several sites:

- **Soft places: mattresses, couches, pillows**

  In the younger toddler room, there is a covered crib mattress on the floor where children can take a moment's rest, play, look at books.

- **Quiet and busy places**

  Several children gather together to look at books, sitting inside the lowest shelf of a stationary bookshelf, with their coats on before going outside.

  On the toddler playground, several children are exploring a play castle together - opening the door to enter, peeking out windows, climbing to the top to look out at the rest of the yard.

- **Small places and large places**

  Christa tips a small open-ended shelf on its end, picks up a rhythm instrument, and squeezes herself into the shelf to play the instrument.

  Kirsten rolled over several times on the floor, never letting go of the rattle she was holding.

  Carl was pushing the popcorn popper push-toy all over the room after lunch.

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- **Low mirrors and mirrors in many places**

  Mitchell waved at himself in the mirror.

  At large group time, Aaron wanders around the room, clapping his hands together. He notices himself in the mirror as he goes past, stops and looks at his reflection for a moment, and smiles before moving on.

  Elizabeth, standing up to a mirror, played with her image. She moved her head slowly back and forth, to one side she was out of view and the other side was in the mirror. She put her head up touching the mirror and then pulled away. All the time, she was making sounds.

  Michael noticed, for the first time, the mirror above the changing table. He saw himself in it and got very excited, making all sorts of sounds.

  Lauren kisses her image in the mirror.

- **Low shelves and drawers with appropriately accessible materials**

  Lauren opens the drawers in the infant room and takes out what she finds in them.

  Caregiver to toddlers at clean-up time: "Let's put these books on the shelf." One of the children carries an armload of books to the low bookshelf and puts them in a pile on the shelf.

  Josh puts away a puzzle and picks out another one from the low puzzle shelf saying ~I do a different one.

- **Easy to use, "child friendly" diapering areas and eating areas**

  In the younger infant room, the diapering areas have pictures - black and white geometrics - taped up on the underside of the cupboards above the area. Infants can see them when they are lying on their backs in the diapering area.

  Matt filled up his cup with water and carried it to the tab/e at snack time.

  Each of the infants has a small cubbie in a shelf right above the diapering area containing their own diaper supply.

  At mealtimes, the toddlers are encouraged to try to do their own clean up, scraping plates and dumping cups into the used serving bowls at the table.

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- **Music**

  There is music on at nap time in the older toddler room.

  The children walked around and around in a circle through the kitchen, book room, circle room areas, playing on instruments and singing their own songs.

All of the characteristics listed above demonstrate a sensitivity to the needs, comfort and interests of this group of children.

Interactions

In the section on Daily Routines, we discussed how physical care situations are such a good time for the caregivers and children to develop their relationship. Part of the reason for this is that physical care situations are often such a one-to-one time. Changing a child's diaper, feeding an infant a bottle, settling a child for sleep are very individual moments for this caregiver and child.

Of course, more often caregivers are interacting with several children at once. Caregivers learn by experience how to meet the needs of more than one child at a time. Consider the following anecdotes:

Sean lies on his back in the younger infant room near the low mirror. When he begins fussing the caregiver, who cannot get to him right then as she is rocking another baby to sleep, calls quietly from across the room, "Hey, Sean." Sean hears her voice and quiets.

When Tianna begins crying, a caregiver who is across the room changing a baby at the changing counter, says "Come here, Tianna. I'm changing Carolina."

In the first example, the caregiver showed a sensitivity to the child she was not able to physically be with at that moment by maintaining a verbal and visual contact. In the second anecdote, the caregiver immediately picked up on Tianna's distress and invited her to crawl over to where she could be nearer to the adult, thus meeting her need for attention at that moment.

Another way of considering how caregivers interact with children is by looking at the word "interact" itself. It is a two-way style of communication, with the communication being both verbal and non-verbal. Quality interactions require both the child and the adult to be involved. This then requires an effort on the adult's part to be sensitive to the child's communication style and to respond accordingly.

At breakfast, David (an adult) asks "Tejas, do you want more applesauce?" Tejas looks at David. David holds out the serving spoon from the applesauce with applesauce on it. David: "Do you want more applesauce?" Tejas reaches out his hand toward David and the spoon. David says "Okay" and serve Tejas some more applesauce.

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While getting ready to go outside a child approaches a caregiver and says "Tump!" The caregiver repeats "Tump?" They repeat this exchange again. Finally the child says "Tump!" and jumps up and down. The caregiver, now understanding, says "Oh, jump!"

In each of these instances the caregiver sustained the interaction until the communication from the child actually resulted in an understanding being reached.

Alert, sensitive, persistent, calm — all of these words describe how caregivers approach interactions with infants and toddlers in an emotionally supportive environment that meets the needs of these children.

Summary

Even though the needs of infants and toddlers are different from other age groups in group care settings, we see that these needs can be met in a supportive and positive way by:

Maintaining a consistent routine, including having consistency within the elements of that routine;

Creating a physical environment that is comfortable, safe, and stimulating; and

By being alert and sensitive to these children's interaction styles and methods, thereby meeting the needs of our youngest in group care settings.

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Flexible Infant Daily Routine

8:00 Arrival and Playtime
9:00 Snack and Diapering
9:30 Play and Exploration Time
10:15 Quiet Play (Music and Story)
10:30 Outside Time
11:15 Wash-Up, Diapering and Lunch
12:00 Nap time
2:00 Small Group Time
2:30 Snack and Diapering
3:00 Play and Exploration Time

"Children's individual schedules are first met. The schedule is flexible so that if a child sleeps in the morning then the child will have a play and exploratory time when the other children are sleeping."

Older Infants Daily Routine

7:00 Arrival/Gross
8:00 Diapering
8:30 Breakfast/Self-help
9:00 Diapering/Language or Fine Motor
9:30 Nap
10:30 Diapering
10:45 Gross Motor Outside or Playroom
11:30 Lunch/Self-help
12:00 Diapering
12:15 Fine Motor or Language
12:30 Cognitive or Art Activity
12:45 Diapering
1:00 Nap
3:00 Diapering
3:15 Snack/Self-help
3:45 Language
4:00 Gross Motor Out/Playroom
4:30 Diapering
4:45 Fine Motor
5:00 Free Play
5:30 Departure

"Self-help: focus on a skill each week or for several weeks. It is individualized for each child."

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One-Year-Old Room

7:00-8:45	Arrival of children, Free play
8:45-9:00	Split up children
9:00-9:45	Wash hands, Breakfast, Diapers
9:45-10:15	Free play, Group activities
10:15-11:00	Outdoor, Large motor
11:00-11:30	Wash hands, lunch
11:30-12:00	Clean up, Diapers
12:00-12:15	Books, Stories, Quiet time
12:15- 2:30	Nap time
2:30- 3:00	Change diapers, Quiet time
3:00- 3:30	Wash hands, Snack, Clean up
3:30- 4:30	Outdoor or Free play
4:30- 5:30	Free play, Clean up, Departure

Older Toddlers Schedule

8:30- 8:15	Active play
9:00- 9:30	Breakfast (wash, eat, toileting)
9:30-10:00	Discovery Time - Exploring interest areas
10:00-10:30	Outside - Gross Motor
10:30-11:00	Choice - Art/Small Motor
11:00-11:10	Circle Time - Music, stories, finger plays
11:10-11:30	Gym - Gross Motor
11:30-12:00	Lunch (wash)
12:00-12:15	Toileting
12:15- 2:00	Nap - Purple Room
	Non Nappers
	12:15- 1:00 Gym
	1:00- 2:00 Discovery Time and Circle Time
2:00- 2:30	Snack and toileting
2:30- 3:45	Active Play and/or Outside
3:45- 4:00	Circle Time
	Combine with other rooms

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Two-Year-Old Room Daily Routine

7:00- 8:15	Supervised play
8:15-8:30	Cleanup/Toileting
8:30- 8:50	Breakfast
8:50- 9:05	Large-Group Time
9:05- 9:30	Motor Room
9:30- 9:40	Planning Time
9:40-10:15	Worktime
10:15-10:30	Toileting/Cleanup
10:30-11:15	Outdoor Play
11:15-11:30	Quiet Time/Recall
11:30-12:00	Lunch
12:00-12:15	Toileting
12:15- 2:45	Nap
2:45- 3:00	Toileting
3:00- 3:15	Snack
3:15- 3:30	Group Time
3:30- 4:30	Free Play/Outdoor Play
4:30- 5:30	Table Activities/Departure

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How Many Times Can You Cross Reference A COR Note?

Annette Towner
Early Childhood Specialist, The Covenant Adolescent Chemical Dependency Treatment Center, Cleveland, Ohio

Have you been using the COR for a while and found some exciting ways to facilitate the note-taking process? Have you worn out your COR Manual flipping back and forth to find out if your notes fit into a particular category or at a specific level? Are there areas of the COR that are still causing some confusion? Are you having trouble getting enough notes? This is an opportunity for the experiences COR-users among you to meet and share your experiences and strategies.

How Many Times Can You Cross Reference a COR Note? And Other Shortcuts

Teaching teams using the COR have an exciting challenge — to develop a system to collect and organize notes on each child naturally, easily and efficiently without interfering with the quality of adult/child interactions. The process of trying out various note-taking strategies is most definitely an active learning opportunity. It also takes some trial-and-error experience to be able to write objective notes that are concise, yet contain enough detailed information to fit one or more COR categories.

Teaching teams and administrators need to be patient as a working note-taking system is established. There are many approaches teams can try in order to get in the habit of note-taking — cards, notebooks, folders, individual pages, sticky notes, necklace pens, reminder posters, etc. The important point is to find a strategy that works for the particular team involved. If a strategy becomes too cumbersome, it will not be used.

Teachers can become overwhelmed by a simple mathematical calculation:

30 COR items X 5 levels per item = 150 notes
150 notes X 2 notes per level = 300 notes per child
300 notes per child X 20 children = 6000 notes per class
6000 notes per class X 3 Times per year = 18,000 notes per year

No one can or should take that many notes; however, the most efficient use of time and of each note taken is paramount. Creativity and persistence will help establish a system that will be used consistently and effectively.

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Often beginning notes are at one of two extreme ends — too long with too much detail or too short with not enough detail. The most efficient way to establish the necessary balance is to process the notes on a daily basis. The teaching teams can review and discuss the notes and determine the category (ies) into which each note will fit. During the review process, the team can determine whether a note has too little or too much detail. Adjustments can be made to the present notes and the next day's notes can be taken accordingly.

Sometimes it takes practice for teachers to develop an objective point or view in taking notes. The hallmark or objective note-taking is to stick to the facts of what is seen and heard rather than making judgments as to how a child feels or thinks.

To help determine is a note is objective, the teaching team can discuss notes that are questionable and challenge each other with the question "How do you know?" If the answer is "I saw the child do it" or "I heard the child say it," then the note needs to reflect what is seen or heard.

Example:

Original note:	"Today in the Block Area Ben got mad at Mike because Mike knocked down Ben's block tower."
Ask the question:	"How do know Ben was mad?" and include the information in the answer as part of the note.
Adjusted note:	"Today in the Block Area Ben made a tower. Mike knocked down Ben's tower. Ben's face got red and he said 'You make me so mad'."

The ABC Strategies to Facilitate Note Taking

Abbreviations

Part of a team's note-taking system can include establishing some common abbreviations. A key page listing all abbreviations and the full words is helpful for all team members and administrators.

The simplest form of abbreviations would be to use any and all standard abbreviations and symbols, such as:

ea. = each pc. = piece w/ = with x = times

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Some other abbreviations could include shortening the names of the areas of the room, i.e. the Block Area becomes the BA. The same can be done with parts of the daily routine, i.e. Work Time becomes WT.

Using initials rather that spelling out a child's name is another common way to abbreviate, as is putting the child's words in quotes and the adults words in parenthesis. Some teams use "T" for teacher and "CH" for child.

Example: "BA Ben made a tower. Mike knocked it down. B's face got red. B said 'You make me so mad'."

Another way to abbreviate would be to shorten long works that are used frequently, especially for equipment or materials.

puz. = puzzle ww = wood working s/w = sand/water table

Eliminating short works such as "a," "an," "the," "in," etc. will also speed up the note-taking process without sacrificing clarity.

"In the Toy Area Ben put together an 8 piece puzzle without teacher help.
"TA put tog. 8 pc. puz. w/o T help"

Some teachers even use drawings instead of words for shapes or in describing a child's art work or writing.

"CH drew (his symbol)"
"CH drew all over paper w/marker."

This technique can be effective with a child's writing as well.

"Child wrote her name in all capital letters with the E's backwards"
"CH wrote name-all caps. E's backwards."
"CH wrote name "

Batching Bunches

Taking notes in bunches involves teamwork. Teachers decide with the other teams members to do a focused observation of a group of children at a designated time of the day. One team member is responsible for the group while the other observes and takes notes.

Example: A team notices they have very few notes under the Music & Movement category. They plan to play "Simon Says" at circle time in order to gather notes under lettered item P, following music and movement directions. The observer jots down the names of the children who follow the directions.

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Later the team makes up a batch of notes by writing the notes for all the children on the list.

There are many times throughout the daily routine that groups of children are engaged in similar tasks that can be observed and notes taken in batches. Small-group time is ideal. Some teams make a list with the names of each child in a team member's small group and a space behind each name for a note. The list is used at small-group time or throughout the day to make observations. A quick glance can remind a teacher to observe a particular child.

This type of list might also be helpful to help focus on a particular COR category or level.

Example: Teachers know that all the children walk up and down the steps to go outside. One teacher stands at the bottom of the steps with a list of the children's names and notes how they walked.

Cross Referencing

Many COR notes fit into more than one category or level. Several approaches to cross references could be used (choose only one).

By numbering each category - Initiative (1), Social Relations (2), etc. a note need not be duplicated in another space. The number of the second category can be written next to the original note. Some teams use the initials of the categories rather than the numbers, i.e. Creative Representation (CR), Music & Movement (MM), etc. Some teams prefer a color coding system. Each category is assigned a color. The column headings are highlighted in the assigned colors, i.e. Language & Literacy (yellow), Logic & Math (green), etc. If a note fits into more than one category, a dot of the second category color is placed after the note in the original column. To find all the Language & Literacy notes, one needs only to look for all the yellow dots. Whatever system works best for the team will be the most effective.

Another way to cross reference notes is known as the "level-as-you-go" approach. With this process, it is not necessary to use any other coding system. As the notes are placed on each child's individual card/sheet, the teacher also determines which lettered item as well as which level under the item applies to the note. The lettered item and the level number are placed after the note. If the note fits into another category as well, that lettered item and level number are also written after the original note.

Example: The note about Ben and Mike in the Block Area would be placed under the Social Relations column and after it would be the level I-4 (Child usually expresses feelings in acceptable ways). This note would also fit into other

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categories, J-3 (Child uses materials to make something) and R-2 (Child uses simple sentences of more than two words).

Teams that have uses the "level-as-you-go" approach find that their note-taking abilities improve quickly because they are more aware of the various items and levels under the categories.

Dates and Dots

The COR Assessment Booklets contain spaces to rate the anecdotal notes three times throughout the year. It is recommended that a check mark be placed at the highest level of behavior observed, based on the anecdotal notes of each child. Two or more notes at a particular level would indicated a behavior is characteristic of the child.

Some teams have found it helpful to use the dates of the notes rather than the check marks on the Assessment Booklets. About once a month the anecdotal notes are reviewed and leveled (unless using the 'level-as-you-go approach) and the dates placed on the appropriate Time section. A small dot is placed next to the date on the individual car/sheet to indicate that the note has already been transferred to the Assessment Booklet.

Teams that have used the dates and dots method of filling out the Assessment Booklet have found the booklet gives a very clear picture of the child's development over time.

Everything Else

There are many other strategies that can be used in the child observation record method of note taking.

Listening to tape recordings of planning and recall time would give teachers an opportunity to document children's language without trying to write down children's words during the day. Videotapes would provide a wealth of note-taking material. Instant cameras can document children's work and the child still can take home the original.

Parents also can be a valuable resource for notes. With a little explanation of the categories, parents can become an integral part of the note-taking team, especially for the home visitor who may see a child only once or twice a week.

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Implementing High/Scope in a Multi-Age Primary Classroom

Linda Gonzales
Multi-Age Primary Teacher, West Point Elementary, West Point, California

This workshop will acquaint the participants with the use of the High/Scope educational approach in a public school multi-age primary classroom. As an overview it will focus on the concept of multi-age and aspects of the daily schedule.

Multi-age Classes

What?

Multi-age: Students representing a diversity of age, grade, ability, and achievement not assigned to a specific grade and the curriculum is non-graded.

Multi-grade: Students representing a diversity of age, grade, ability, and achievement assigned to a specific grade and a graded curriculum is implied.

Why?*

(1) Resembles family and neighborhood groups which informally provide much of the children's socialization and education.

(2) Leadership and prosocial behaviors are enhanced.

(3) Addresses the concept of the "zone of proximal development" which can stimulate cognitive growth.

(4) Interaction between "novices" and "experts" benefits all individuals both academically and socially.

(5) Relaxes rigid curriculum with age-graded expectation which are inappropriate for a large number of children.

* # 1-5 are from *The Case for Mixed-Age Grouping in Early Education* by Lillian Katz
# 6 is from *It's Elementary*, California Department of Education

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(6) Addresses recommendations from reform documents.

- Make a rich, meaning-centered, thinking curriculum the centerpiece of the instruction
- Reduce the amount of time spent on skill-based activities
- Choose depth over coverage in teaching a subject
- Schedule class work in longer blocks of time
- Use a variety of grouping strategies
- Provide more collaborative learning opportunities
- Avoid grade-level retention as an instructional strategy
- Do not assign letter grade during the primary years

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Multi-Age General Daily Routine — K-3

7:45-8:20 Breakfast, Greeting, Check-in, Journals, Attendance
8:05 Opening Activities, flag, song, calendar, morning letter

8:20-8:45 P.E. (jogging, aerobics, movement and music, perceptual motor skills)

8:45-9:25 Math (whole group and workshops)
Heterogeneous groups involved in math clinics for specific skills, math projects (designed and researched by student cooperative groups), whole group investigations, and arithmetic skills (computation and math facts).

9:25-9:40 Recess

9:45-11:30 Language Arts/ Integrated Instruction
9:45 - 10:15 D.E.A.R. Time - Drop Everything and Read
Heterogeneous groupings of about 20 students per teacher. Chapter I collaboration at this time. Students participate in a variety of whole group, skill group and workshop group that integrate language skills with science, social studies and math. Daily reading, writing, grammar, handwriting, phonics and spelling are part of this time block.

11:45-12:25 Lunch

12:25-12:40 Read Aloud

12:40-1:50 Plan-Do-Review

1:50-2:00 Closing

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Planning an Integrated Curriculum:

Connecting the California Frameworks for Multi-Age Classrooms

In planning an integrated curriculum for multi-age groupings look for continuity and conceptual overlaps between abilities and content areas. Examine the major subject areas as a starting point for connecting content. Past experiences and prior knowledge must connect with new information and novel experiences for a rich, meaning-centered, integrated curriculum.

Language Arts in a K-3 Program

- Hear good literature
  - Develop an ear for written language
  - Expand vocabulary
  - Develop a common background of content
  - Build a love of reading
- Have many opportunities to express themselves
  - Speaking
  - Writing

From the beginning, writing is a part of learning to read and reading is a part of learning to write. Both skills require the ability to hear and use oral language—conventions should be taught as sub-skills to meet individual student's needs and as aids to the communication process.

Mathematics — K-3 Block

Math as Problem Solving
Math as Communication
Math as Reasoning
Mathematics Connections
Estimations
Statistics and Probability
Patterns and Relationships
Number Sense and Numeration
Concepts of Whole Number Operations
Whole Number Computation
Geometry and Spatial Sense
Measurement
Fractions and Decimals
Strands to be interwoven:
- K-What Do You Choose
- 1-Counts and Amounts
- 2-Comparing Collections
- 3-Displaying Data

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Social Studies

K-Learning and Working Now and Long Ago
- learning to Work Together
- working Together: Exploring, Creating and Communicating
- reaching Out to Times Past

1-A Child's Place in Time and Space
- developing Social Skills and Responsibilities
- expanding children's Geographic and Economic Worlds
- developing Awareness of Cultural Diversity

2-People Who Make a Difference
- people Who Supply Our Needs
- our Parents, Grandparents, and Ancestors
- people from Many Cultures Now & Long Ago

3-Continuity and Change
- our Local History-Discovering Our Past and Our Traditions
- our Nation's History; Meeting People Ordinary & Extraordinary. Through Biography, Story, Folktale, and Legend.

Science

Thematic Strands
- Energy
- Evolution
- Patterns of Change
- Scale and Structure
- Stability
- Systems and Interactions

Elementary Science should:
- Provide a balanced curriculum in the physical, earth and life sciences.
- Show students that science is enjoyable.
- Reinforce conceptual understanding rather than rote learning.
- Organize an articulated scope and sequence at the school level.
- Arrange the classroom setting and student grouping to optimize positive attitudes for learning science.
- Integrate science with other subjects.
- Make full use of community resources.

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Advanced Training
The New Training Materials:
Daily Routine and Learning Environment

Julie Franconi
High/Scope Field Consultant, Grand Rapids, Michigan

Consistency and quality are the goals of High/Scope training activities. In order to meet these goals we developed a training "package" that has been used in the Lead Teacher Training Program (LTTP) and the Training of Trainers Program (TOT). The package consists of a set of five participant guides: Active Learning, Adult-Child Interaction, Learning Environment, Daily Routine, and Assessment. Each participant guide contains activities, information, worksheets, and reference materials. All participants in the TOT or LTTP use these guides during their training. The guides replaced the bulky blue notebooks that overflowed with handouts and training materials.

In conjunction with each participant guide, we also produced a trainers guide that defines how to use the new material. The trainer guides provide the trainer with a workshop sequence, outcomes, activity choices, a sample agenda, and a description of each activity.

This set of materials is vital for all certified trainers as it will bring you up-to-date on the latest changes in the High/Scope approach; make your training consistent with other trainers; and acquaint you with a wealth of new training ideas.

This workshop will introduce the two participant and trainer guides: Daily Routine and Learning Environment. During the first session, we will introduce the *Daily Routine Participant Guide* and Trainer's Guide. Several new activities will be demonstrated and the use of the package will be discussed.

The *Learning Environment Participant Guide* and *Trainer's Guide* will be introduced in the second session. We will review sample agendas and activities.

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The Doll Hospital: Forming Communities of Inquiry in Early Childhood Classrooms — Part I

David Kennedy
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Cullowhee, North Carolina

Can young children "do" philosophy? We know that they wonder at the world, which is where philosophy starts; but can they, for example, evaluate generalizations with confirming examples and counter-examples, make definitions, establish and apply criteria, identify similarities and differences, etc.? We will read together and discuss an episode from a novel which is designed to lead young children into the kind of dialogue which encourages philosophical wonderment and critical thinking.

THE DOLL HOSPITAL: CHAPTER 1

By Ann Margaret Sharp, Associate Director, Institute for the Advancement of Philosophy for Children. In press.

Every child has a doll. I do. Do you have a doll? Is it a boy or a girl doll? If you have a doll, why don't you bring it along with you the next time? Then we can all talk together. And there will be twice as many people in the group.

Have you ever thought about your doll? Really thought about him or her? I mean just what is a doll? I used to think my doll was copy of a small live child. I've changed my mind.

Some grown-ups have dolls. Did you know that? My father still has the doll he had when he was a small boy. My mother says some grown-ups collect dolls. Then they put them in glass cases. Can you imagine!

My mother gave me my doll when I was two years old. I'm four now. Do you think that makes my doll three years old?

****

My doll's name is Roller. That's the name I gave her. When she came to me she didn't have a name. When I first came to my Mom and Dad, I didn't have a name either.

My name is Jesse. I think my name fits me. After you read my story, you can see if you think I'm right.

Roller's name fits her. She has a round face and a round head. She doesn't have any hair. Her body is very chubby. I sometimes call her "roll-poly." I think she looks like she's made of three big chunky stones, one on top of the other. But she isn't. She's made of stuff just like you and me. But she's not just stuff. She's much more than rubber and plastic like I'm more than blood and skin.

I used to wonder where my doll came from. One day I asked my mother and she said, "I bought her for you at the toy store."

"Where was Roller before she came to the toy store?" I ask.

"I guess she was at the dollmaker's," Mama says.

"And before that?" I ask.

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"In the mind of the dollmaker," Mama says slowly.

"Oh," I say, shaking my head from side to side.

Have you ever thought you understood something but later you find out you don't understand it at all? That's what happened the day my mother talked about what was in the mind of the dollmaker.

****

Roller has green and grey eyes. My mother says they are the color hazel. I'm not sure about that. I don't know the color hazel.

Roller has a small open mouth. I can feed her a small bottle of water. If I do she wets in a very short time.
Then I change her diaper.

Once I fed her milk in her bottle. Then I drank a little myself. My mother told me not to do that again. "Milk doesn't agree with Roller, and you're too old to be drinking out of a bottle."

"Why doesn't milk agree with her?" I ask.

"I guess Roller must be allergic to milk," Mama says.

I don't say anything.

****

My doll is not a fancy doll. She doesn't have hair that you can comb and wash. She doesn't have many sets of clothes. She only has one outfit. When it gets dirty, my Mom washes it.

I talk to my doll all the time. When I ask her questions, she puts a voice in my head that gives me answers. Sometimes when I'm feeling sad, I go into my room and talk to Roller in a very soft voice. I explain to her what is happening. And she listens. After I've talked with her for a while, she understands. And I feel better.

Roller looks like a real baby. She's my baby. She's a nice baby. She's a good baby. She's real. She's a real baby doll. She's as real for me as I am for my mother.

This is the story about what happened to Roller at the doll hospital. And it is about what happened to me when Roller had to go to the doll hospital. But now I want to tell you what my sister said while Roller was in the hospital.

"What's the matter with you, Jesse? You're always so sad. Why don't you ask Mama to get you another doll? You act as if dolls are real. Grow up!"

"Dolls are real!" I yell.

"No, they're not!" my sister yells back.

"That's not true." I'm beginning to get tears in my eyes.

"Then prove it. I bet you can't," my sister says.

My sister is ten years old and she thinks she is so smart. But she can be wrong.

I think my doll is real. Could I bathe her if she wasn't real? Could I name her if she wasn't real? Could I talk to her if she wasn't real? And could she put a voice in my head that talks back to me, if she wasn't real?

What do you think?

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Exercises and Discussion Plans

What Is a Person?

Tell whether the following are persons or not. Make sure to give your reason.

A teddy bear
A pet rock
Superman
Cinderella
A robot
A drawing of a little boy
A baby
A cat named Mieke
The Tooth Fairy
A doll

What Is a Doll?

Tell whether the following are things that dolls do, or have or are able to be. Make sure you give a reason for your answer.

Take baths
Talk
Cry
Drink water
Play
Be happy
Dance
Be a friend
Draw a picture
Think
Love
Feel pain
Be good
Lie
Break a promise

Collect

Tell whether you can "collect" the following things and make sure you tell your reason.

Dolls
Toy cars
My drawings
Shoes
Friends
Grades
Teachers
Mothers
Suns
Moons
Words

How Old Are You?

How old are you?
How did you get that answer?
Does that mean you've lived on earth that many years?
What is a year?
Does a year have a beginning?
Does a year have a middle?
Does a year have an end?
How old are you?

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Activity: Drawing Your Age
Using the colors of green and grey, or blue and yellow or purple and pink or red and black, draw how old you are. Then put your picture up and see if the other kids can guess how old you are by looking at your picture.

How Old Is Your Doll?
If your doll came to your house last week, does that mean she is one week old?
If your mother gave you her doll yesterday, does that mean she is one day old?
If your doll looks new, does that mean that she is one year old?
If your doll has messy hair and old clothes, does that mean that she is old?
How do you figure out how old your doll is?

Can You Say Where The Following Things Came From?

Toy cars
Garbage
Christmas trees
A lobster
A star
A hot dog
Santa Claus
Time
Hamburgers
Rain
A teddy bear

Knowing Something Is Wrong
Tell whether the following are right or wrong. If they are wrong try to say why they are wrong.
You are a teenager.
There will be no Christmas this year.
Play is more important than work.
Stealing is not wrong.
Dogs don't have feelings.
Bicycles have two wheels.
It is O.K. to lie once in a while.
Night is always followed by day.
Trees are not important.
It is O.K. to hurt and animal.

Same and Different
In what way are the following things alike?
A bicycle and a skateboard
A candy bar and a cookie
A doll and a baby
An orange and a banana
A light bulb and the sun

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In what way are the following things different?
A teacher and a mother
A model car and a car you can drive
A basket and a bucket
A pencil and a pen
A dolls house and an apartment house
A doll and a baby
Breakfast and supper
Two hard boiled eggs
A carrot and a cucumber
A friend and an imaginary friend

Activity: Can Dolls Talk to People?
Choose a partner. Now tell your partner a short story about what your doll said to you the day before you came to the center for the very first time. Later, you partner will tell the short story to the entire group.

Are Dolls Real?
Say whether you agree or disagree with the following, and give a reason why.
This doll is real because I can see her.
This doll is real because I can touch her.
This doll is real because I can think about her.
This doll is real because I can bathe her.
This doll is real because I can make up a story about her.
This doll is real because I can talk to her.
This doll is real because I can understand her.

How Can We Tell What Is True?
Say whether the following statements are true, false, or you can't tell. Make sure you give your reason why.
Every child has a doll.
There is a Tooth Fairy.
This center is for children.
Little boys are persons.
Tomorrow will never come.
There are no aliens from outer space.
Outer space doesn't end.
Animals can feel pain
Babies grow up to be grownups.

Prove It
Can you prove the following? If your answer is "Yes," say how you would do it.
That you can walk.
That you can talk.
That your doll is real.
That you can think.

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That you are not dreaming all the time.
That there will be a tomorrow.
That you have a friend.
That you have a body.
That you have a mind.
That you love someone.
That there is a tooth fairy?
That you have a stomach ache.

What Is Real?

If you can touch something, is it real? Give an example.
If you can see something, is it real? Give an example.
If you can smell something, is it real? Give an example.
If you can hear something, is it real? Give an example.
If you can taste something, is it real? Give an example.
If you can dream about something, is it real? Give an example.
If you can read about something, is it real? Give an example.
If you can wonder about something, is it real? Give an example.
If you can play something, is it real? Give an example.
If you can imagine something, is it real? Give an example.

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Gardner's Multiple Intelligences and Children With Special Needs

Jill Claridge
Director of Educational Services, Child Study Center, School of Education
Texas Christian University, Fort Worth, Texas

This presentation will define and relate Howard Gardner's seven areas of intelligence to children with "special needs." There will be information about providing a learning environment which supports these seven areas of intelligence: musical, spatial, logical-mathematical, linguistic, bodily kinesthetic, interpersonal and interpersonal.

Notes

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Sharing The Vision: Implementing High/Scope in a Preschool Through 5th Grade Public School Program

Joanne Dalton
Coordinating Supervisor, Clayton Kids Program, Denver, Colorado

This workshop will present the challenging, stimulating, thought-provoking sometimes painful process of implementing the High/Scope educational approach in a preschool through fifth grade public school program. Come share how endorsed trainers from Denver collaborated with a principal from Commerce City, Colorado to develop and support staff to make this transition.

Notes

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High/Scope for Beginners 3: Learning Environment

Frances Emly
Language Arts Consultant, Chattahoochee — Flint RESA, Ellaville, Georgia

"Teacher, I can't reach the glue." **The learning environment of your classroom or home impacts the children in your care. This session will look at three aspects of setting up or modifying the learning environment: the arrangement of space, choosing materials, and storing materials.**

Setting up the Learning Environment Guidelines

Arrangement of Space

- Divide the space into defined areas.
- Choose names for the areas that children can understand.
- Establish visual boundaries.
- In developing a floor plan, consider the fixed elements of the physical setting and the traffic flow within and between the areas.
- Plan the areas to accommodate many types of play.
- Modify the areas throughout the year.

Storing Materials

- Store materials so that children can reach them.
- Use transparent containers to store materials in plain view.
- Label shelves and containers so children can find and put away materials.

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Choose Materials

- Choose materials that reflect children's interests.
- Choose materials that are appropriate for the children's developmental level.
- Provide items that can be used in a variety of ways.
- Choose materials that support different types of play that are typical of young children.
- Choose materials that reflect the experiences and cultures of children in the program.
- Choose materials that reflect human diversity in unbiased ways.
- Make sure materials are safe, clean, and well maintained.

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The Missing Piece: Incorporating the Movement Key Experiences into Your High/Scope Classroom

Karen Weber
Director of Early Childhood Education, Kings School/C.R.I.S.T.A.
Seattle, Washington,

Like the incomplete circle in Shel Silverstein's story, *The Missing Piece,* which, at last, finds the perfect mate to help it roll smoothly and comfortably, so will you experience the "Ah-Ha" when learning to weave the elements of Movement & Music into your active learning classroom. Stretch the learning boundaries, gently smooth those choppy transition-times, and enjoy the unique relationships that flourish with Movement & Music!

The Education Through Movement Teaching Model

SEPARATE

Separate is used by adults to present content in only one mode at a time. Adults demonstrate, give spoken directions, or assist with hands-on guidance (tactile mode). Different modalities are not given to the learner simultaneously e.g. talking and showing; or using hands-on guidance with verbal directions. The purpose of *Separate* is to allow the learner to focus on a single message at a time, and to strengthen each learning modality.

SIMPLIFY

Simplify is used by adults to present easier, more manageable and less complex steps or skills. The whole skill is broken into sub-tasks which are given to learners in the preparatory phase and then united for the final task. Adults use knowledge of precursor skills — simpler skills which precede in the development of movement abilities — in order to present the simplification. The purpose of *Simplify* is to permit all learners to become engaged immediately in the active learning experience and to experience initial success.

FACILITATE

Facilitate is used by adults to support learners as they are developing understanding and application of concepts. Learners take an active role in the construction of their knowledge base. As this process occurs, learners are encouraged to think and use language, make choices, manipulate content, and reflect on the experience. The purpose of *Facilitate* is to support learners as they construct their ownership of concepts.

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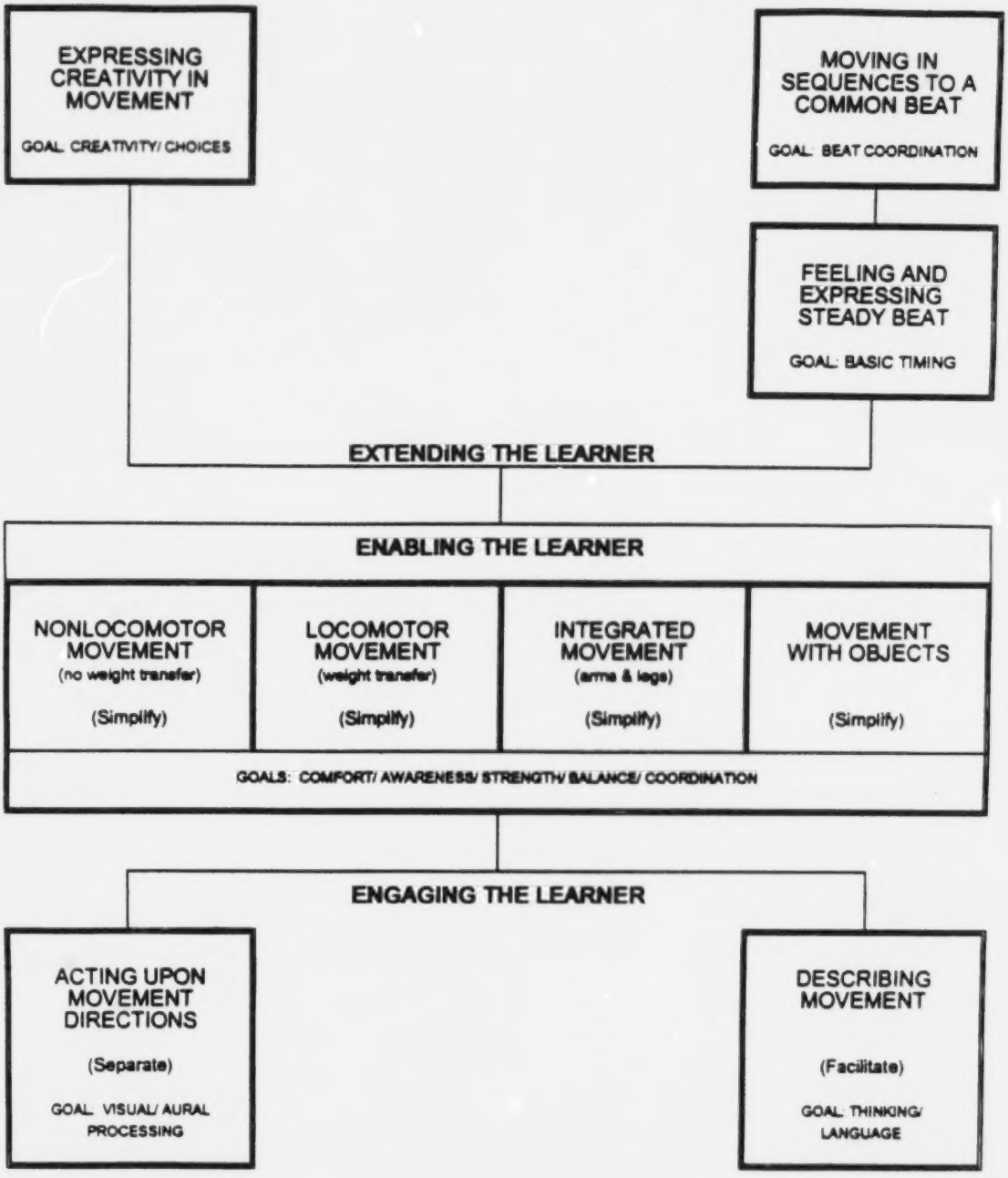
Key Experiences in Movement



From the program Education Through Movement: Building the Foundation developed by Phyllis S. Weikart. © 1993 by Phyllis S. Weikart

Music and Movement Throughout the Daily Routine

Ruth Strubank, Demonstration Preschool Teacher

Young children first communicate with the world by making sounds and moving their bodies. Since movement is one of the child's earliest modes of communication, adults need to continue to support this natural means of expression in the preschool years. In the High/Scope educational approach, we provide music and movement opportunities for children throughout the daily routine. As always, our emphasis is on direct and active experiences.

In addition to developing the physical skills discussed in the opening article of this issue, music and movement activities provide opportunities for developing a wide range of other skills. As children take part in physical activities, they are beginning to figure out how their world works and how they fit into it. As they move their bodies and show and tell others how to move, they may also pretend, make spatial observations, match, count, and use language skills.

Music and movement activities also provide children with opportunities for taking initiative, making choices and decisions, and solving problems. In music and movement experiences, as in all classroom activities, we try to strike a balance between teacher and child initiatives, keeping in mind this rule of thumb: one third of the ideas and experiences should come from the children, one third from the adults, and another third from the curriculum. The curriculum's key experiences help adults develop activities and teaching strategies to enhance children's natural abilities to move. As children make decisions about how they will move, adults build upon and extend their decisions using the components of the curriculum.

In addition to providing many opportunities for children to develop a wide range of skills, music and movement experiences are important because they give children and adults a focus. These planned and unplanned events help make transitions go more smoothly, and help children make good use of times when they must wait to do something else. Music and movement activities are not used as a means of controlling children but as a tool for managing them.

Following we list some of the music and movement experiences, both planned and spontaneous, that have occurred during various parts of the daily routine at the High/Scope Preschool this year. Note that during each part of the day, either children or adults may initiate music and movement activities, or the activity may reflect a blend of child and adult initiatives.

Greeting Time (morning circle)
Child-initiated: As two children sit at the circle, one child moves her leg into a new position (e.g., leg tucked up) and asks another, "Can you make your leg look like mine?" Soon this becomes a turn-taking game as each child moves into a new position and the others imitate.

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Adult-initiated: The adult reads books to children that are tied to songs, e.g., *The Wheels on the Bus* (Maryann Kovalski), *Abiyoyo* (Pete Seeger), *Down By The Bay* (Raffi), or that have repeating phrases or other predictable elements, e.g., *Chicka Chicka Boom Boom* (Bill Martin, Jr.), *Chicken Soup With Rice* (Maurice Sendak), *Over in the Meadow* (Paul Galdone). Adults encourage children to move their bodies to the beat of the song or repeated phrase.

Planning Time

Adult- and child-initiated: Adults and children make a "train" with their bodies and move through the work areas, dropping off "passengers" as they make plans to work in particular areas. The adults developed this planning strategy because one child had been engaging in lots of train play the day before.

Adult- and child-initiated: The teacher lays a "planning path" (made from long sheets of fabric) on the floor and asks children to choose a way to move their bodies along the path (e.g., crawl, hop, go backwards, jump, walk like a crab) to an area where they plan to work.

Adult-initiated: As children take turns stating their plans, the adults requests a child's plan by chanting: "Jerry, Jerry, Jerry, Jerry—It's your turn to plan if your name is Kerry," "Bara, Bara, Bara, Bara—It's your turn to plan if your name is Sara," and so forth.

Work Time

Child-initiated: A child who has brought in some taped music asks to listen to it during work time. Some of the other children extend on this by dressing up, building a stage, and singing and dancing to the music.

Child-initiated: A child moves from the computer area to the art area, reciting "Humpty Dumpty" while doing scissors steps and opening and closing her arms overhead. As she arrives in the art area, another child joins in, reciting the rhyme and stamping the beat with her feet. This is an example of how children use music and movement themselves as a transition from one plan or area to the next.

Child-initiated: A child sings as she paints at the easel. She paints to the music she is creating, making large brush strokes that rise and fall with the melody.

Adult-initiated: As a child jumps along the floor from the art area to the block area, the adult says **jump** each time the child's feet hit the floor. Later the child uses the language himself as he jumps to another space.

Adult-initiated: While a child and an adult paint a box together, the adult spontaneously sings a song describing what they are doing: (to the tune of "Yankee Doodle") "We are painting red and yellow at the High/Scope Preschool. I hope we can get it all done before it's time for cleanup."

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Cleanup Time
Child-initiated: A child speaks rhythmically, "We are the cleanup kids!" Soon all the children join in the chant.

Adult-initiated: The adult sings, "We're putting away the toys, We're putting away the toys. . ." to the tune of "Farmer in the Dell." Soon children are singing the song to themselves as they are cleaning up.

Recall Time
Adult- and child-initiated: The adult asks a child to find something he or she worked with and to show the other children how it was used. Everyone then imitates the child's actions (using exaggerated motions) and sings about what the child did: (to the tune of "This is the Way We Wash Our Clothes") "Stephen worked with play dough today, Stephen worked with play dough today, Stephen worked with play dough today, In the art area."

Adult- and child-initiated: The adult rolls a tennis ball to a child and sings: (to the tune of "Yankee Doodle") "David, David, catch the ball and tell us how you worked." The child who has just recalled then rolls the ball to another child and sings along with the adult.

Snack Time
Child-initiated: A child speaks rhythmically, "No more cookies and no more milk." The other children join in the chant.

Adult-initiated: The adult asks children who are helping pass things out to show or tell how they plan to move, e.g., a child says, "I am going to hop over to the refrigerator and get the juice and walk back holding the pitcher like this."

Circle Time
Adult- and child-initiated: While playing recorded music, the adult asks children to choose different ways to move around the circle (e.g., walking, jumping, wiggling), describing their movements by showing and telling what they are doing.

Adult- and child-initiated: An adult sings a story song using the flannel board and felt pieces cut in the shapes of the objects and characters in the story. The story, sung to the tune of "Yankee Doodle," begins like this: "I wrote a letter to my love and on the way I dropped it, A little doggie picked it up and put it in the mailbox." Each time the song is sung, the adult changes the word at the end of the verse (e.g., pumpkin, boot, heart). The adult encourages children to choose other words and to make motions with the corresponding felt pieces.

Child-initiated: At a child's request, the group plays "Duck, Duck, Goose." The adult lets the children decide what text they will use as they pat their friends' heads. One child comes up with the words, "Slipper, slipper, slipper, shirt."

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Small-Group Time

Adult- and child-initiated: The adult provides giant Tinkertoys for children to play with, planning to focus on encouraging children to be aware of and describe how they are moving. Christopher builds a barbell and uses it to imitate weight lifting. Another child builds a jackhammer; as he pretends to drill with it, he imitates the sound a jackhammer makes.

Adult- and child-initiated: An adult builds an obstacle course for children with tables, blankets, hula hoops, carpet squares, and large boxes. The adult moves a puppet through the course to demonstrate what an obstacle course is. Then she asks children to choose different ways to move through the course. The next day she provides similar materials and asks children to create their own obstacle course.

Outside Time

Child-initiated: A child sings to herself as she swings on the swingset. As a group of children ride the tire swing, they begin to chant, "Higher, higher, higher" as they push themselves.

Child-initiated: A child walks around a large tree in the crow's nest (round tree-house) reciting familiar nursery rhymes.

Child-initiated: A child invites an adult to walk on the railroad ties that border one of the play areas, using them like a balance beam. Soon a follow-the-leader game begins as other children join the pair.

Transition Times

Adult-initiated: To end morning circle, as the children put books away and find places at the circle, the adult sings: (to the tune of "Here We Go Round the Mulberry Bush") "Time to put the books away, the books away, the books away, Time to put the books away and find a yellow square."

Adult- and child-initiated: As children move from one activity to the next, adults ask one or more children to show or tell the others how they will move their bodies to the next activity.

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Research Based on Data Collection Since 1981

The statistics presented below were gathered by testing children and adults in a variety of settings. All children and adults were tested individually. Two musical selections representing two different metronome settings were used:

- Less than 25% of the first graders can walk to the steady beat of an instrumental musical selection (beat competency).
- Less than 50% of the 4th-6th graders can walk to the steady beat of an instrumental musical selection (beat competency).
- Testing of teenagers: 80% of the girls could identify the beat using a pat, and alternated pat, and walking the feet while seated, but only 48% could stand and walk to the beat. 70% of the boys could perform the above tasks seated, but only 30% could walk to the beat.
- If the child or adult cannot walk to the steady beat, he/she has only a 15% chance of being able to visually decode a movement demonstration with reasonable accuracy—85% could not visually decode. Preliminary investigation indicates a problem with aural decoding as well (following verbal directions). It appears that those who cannot walk to the beat cannot SAY & DO a sequence of four movements (four beats).
- In the Romulus, Michigan pilot research project, the first graders who walked to the steady beat of an instrumental musical selection did better on the subtests of reading, vocabulary, and math of the California Achievement Test. Similar results have been found in other pilot projects.
- It has been demonstrated with all age populations that the skills of beat competency, and aural/visual decoding can improve when these populations are given opportunities to overcome these deficits.

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The Problem Solving Approach To Conflict Part 1

Betsy Evans
Director, The Giving Tree, Gill, Massachusetts

Helping Children Resolve Disputes and Conflicts

Extensions Newsletter, May/June 1992

Alice and Sam are playing in the playhouse. They are dressing up and at the same moment they reach for the only colorful scarf. They tug back and forth, yelling, "I got it first! Give it to me!"

Emma and Joe are in the block corner building a dinosaur house together. Joe accidentally knocks down a section of the building. Emma pushes him and angrily yells, "Get out!"

Adults working in early childhood programs see many conflict situations like these. These incidents often create feelings of frustration and failure for both children and adults. Many times it isn't clear what has happened, who is responsible, or how the problem can be resolved. The feelings of everyone involved are often strong and confused. Yet these are very important occasions for learning.

Teachers and caregivers in High/ Scope centers and classrooms can turn disputes and conflicts into positive experiences by understanding the **developmental needs** of young children, using **preventive management strategies,** and engaging the child in a **conflict resolution process.** By settling disputes with their peers, children gain an understanding of how to respect the needs of others while meeting their own needs. They learn that there is often more than one "right" side in a dispute, that feelings are important, and that there are many possible "win-win" solutions to conflicts.

Understanding Developmental Needs

When we engage in problem solving and conflict resolution with young children, it is important to keep their developmental needs in mind. First, **young children are very egocentric** (self-centered), which makes it difficult for them to understand the needs of others. Young children are not being "bad" or selfish when they ignore another child's rights or needs—it is simply very difficult for them to look beyond themselves. Since the child who is having a dispute with another child often isn't aware of the other child's point of view, it's important for adults in such situations to **acknowledge and talk about what each child is feeling.**

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A second developmental characteristic of young children is that they are at an important stage in developing independence. They are just beginning to develop relationships outside their families and to explore the world as independent people. As a result, they often need to feel in control and have their independence affirmed. When children are upset, helping them recognize their own feelings (and those of others involved in the situation) can contribute to their sense of being in control—this is another reason adults should talk about the feelings of each child in a conflict. Another way for the adult to affirm the child's independence and sense of control is to **engage the child as an active participant in the problem-solving process.** Statements like "Let's try to solve this problem together" encourage each child involved in a dispute to take an active role in resolving it.

A third characteristic of young children that affects their ability to resolve conflicts is their tendency to think concretely. We know that children of preschool age are unable to deal with abstractions: *they learn best when information is concrete and specific.* So, in helping to resolve a conflict between children, avoid general statements like "You must learn to share." Instead, **give children specific information** that will help them work out the details of sharing.

We've outlined several general principles to follow in working with young children in conflict situations. Now let's see how an adult applied these principles in the example that opens this article. Alice and Sam were fighting over a scarf they both wanted. In responding, the adult spoke to the children in a calm, matter-of-fact tone: "Alice and Sam, I can see that you both really want to use the scarf. It is hard when there are not enough scarves for both of you. Let's think of some ways that we can solve this problem." This kind of approach helps to calm all the parties in a conflict and makes shared problem solving possible. Note that the adult started by **recognizing the feelings and desires** of both Alice and Sam in **specific** terms. She then gave a clear message that **they could work together to solve the problem.** Then, in moving toward a solution, the adult was again careful to be specific: "Sam, Alice says she would like to wear the scarf for five minutes. Would you like to use the sand timer so that you will know when her five minutes are over?"

Preventive Management Strategies

In the example of Alice and Sam, the adult intervened skillfully in the children's dispute. But this incident might have been prevented if more colorful scarves had been available. Providing extra sets of similar materials in each area of the classroom or center is a good example of a strategy adults can use to prevent conflicts—there are many others. Some general principles of **preventive management** are listed below:

- Keep expectations for behavior developmentally appropriate. Respect and plan for children's different abilities, interests, and pacing levels.

- Have many choices for play available. Materials should be plentiful, and it should be easy for children to get them out and put them away.

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- Set clear limits for children's behavior. Use them consistently and give reasons why the limits are important.

- Establish a consistent daily routine and communicate it clearly, using pictures or drawings to make the segments concrete.

- Model respectful ways of interacting with others and using materials. The behaviors you model are the easiest ones for children to learn.

- Plan for transitions. Keep them short or make them playful.

When these types of preventive management strategies are in place, children will be more focused and purposeful in their play and there will be fewer disputes and conflicts. Nevertheless, conflict will not disappear.

Following are steps you can take to help children settle disputes whenever they arise. The steps have been adapted for young children from the conflict resolution literature (see references, p. 4), incorporating the child development principles described earlier. To illustrate each step, we will refer again to the opening example of Emma and Joe.

Steps in Resolving Conflicts

1. **Approach the situation calmly**—observing what is happening and preparing yourself for a *positive* outcome.

2. **Give recognition to children's feelings and gather information.** Describe the feelings you see; then ask open-ended questions, directing your questions to one child, then another, while listening carefully for details:

   "Emma, you sound very angry with Joe, and Joe, you look quite sad. Let's try to solve this problem together so that you can continue to build your dinosaur house. Can you tell me what happened, Joe?"

3. **Restate the problem** according to what the children say. Ask questions that may further clarify the problem:

   "Joe, you feel that Emma is being mean, and Emma, you don't want Joe to build because he is knocking down the building. Is that right?... Do you both want to keep building here?" (Emma and Joe nod their heads to both questions.

4. ***Ask for ideas for solutions.** Be prepared to give suggestions:*

   "If you both want to continue building, what do you think we should do now? How can we work this out?"

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Emma says, "I want to build this part by myself. Joe can build over there."

Joe says excitedly, "Hey, I can build the dinosaurs a swimming pool!"

Emma says, "Yeah!"

The adult suggests, "Joe, if you build your part farther from the wall, it will be easier for other children to walk by it without knocking it down. Emma, it is easier for Joe to understand what you need when you ***talk*** *to him rather than push him."*

5. **Restate the suggested solution(s) and ask for a decision:**

   "Emma and Joe, it seems that you both want to play here, and that you each want to build separate parts of the dinosaur house. Is that right?" Emma and Joe both say yes and begin to build.

6. **Encourage children to complete the process:**

   "Emma and Joe, you both had ideas for solving your problem together! I'd like to see the dinosaur house when it is finished."

7. **Be prepared to give follow-up support.** Sometimes solutions need clarifying as the children begin to play again:

   The adult stations herself nearby as Joe and Emma start to play. Soon they are arguing over the building space. The adult places a line of tape across the block corner so it is clear whose space is whose.

Effective Mediation

1. Evan goes to the playhouse and takes the spoon that Collin and Trevor have been using. They find Evan at the stage and ask for it back. He says no. They ask a teacher for help and they all go to talk to Evan. Evan, and then Collin and Trevor, explain that they want the spoon. Another child steps in the middle and says, "I think they should share."

   The teacher asks: "How do you think they can do that?

   Trevor says, "I know. We'll use it for a minute, then bring it right back."

   Evan says, "No."

   Collin says, "But we were using it to make applesauce."

   The teacher says, "Evan, it seems that there are two ways we can solve this. Trevor and Collin can take the spoon for a minute and bring it back, as Trevor

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suggested, or you can use it for a minute and bring it to them."

Evan says, "No, I think they should bring their stuff for applesauce *here* and make it."

Collin and Trevor say, "Yeah! Let's do that!" They quickly go to get their applesauce-making things.

The teacher says to Evan, "You thought of a way to solve the problem for everyone!" Evan smiles.

***

2. Sara and Mei Mei complain to the teacher, "Josh and Shakeel are bothering us through the window in the playhouse.

   Josh squeezed my arm and Shakeel hit Mei Mei."

   "What did you do?" asks the teacher.

   Sara answers, "We told them to stop, but they didn't."

   "Did they hurt you again?" the teacher questions.

   "No... but they kept peeking!" Sara says.

   "Did you ask them to stop *peeking*?" the teacher asks.

   Sara doesn't answer. She and Mei Mei go back and tell the two boys to stop peeking. Josh and Shakeel look up from their building and listen. They go back to building and don't bother the girls again.

Levels of Mediation

It's not always necessary for adults to mediate conflicts directly; some children are able to solve problems more independently than others. Below we describe three different levels of support adults can offer to children who are resolving conflicts.

Level 1. Work directly with all the children who are involved in a dispute, mediating in a way that is developmentally appropriate and supportive of all children involved.

Level 2. Listen to one child describe a conflict with another child. Ask questions and offer suggestions that support the child in solving the problem independently.

Level 3. Position yourself near a conflict, but let children settle it without your intervention. Your presence alone may provide enough support.

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Mission Impossible? Integrating Multicultural Education in the High/Scope K-3 Classroom

Linda St.Clair
High/Scope K-3 Field Consultant, Ft. Washakie, Wyoming,

Integrating a multicultural perspective in a developmentally appropriate way continues to be a compelling challenge for K-3 teachers. Your mission, should you choose to accept it, will be to: explore the definition of multicultural education, generate key experiences in culture and develop strategies for integrating these key experiences into the K-3 classroom. The documents necessary for your mission will be available in this top secret session.

Notes

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Computers: A Key to Key Experiences

Kathy Morrison
Associate Professor of Child Development, Tarrant County Junior College, Hurst, Texas

Participants will gain an understanding of developmentally appropriate software, developmentally appropriate use of computers in the early childhood classroom, and how key experiences can be reinforced using good software.

Notes

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IEP Objectives and the COR

Sandy Slack
Teacher, Lynchburg City Schools, Lynchburg, Virginia

A workshop designed to help professionals working with special needs preschoolers write Individual Education Programs (IEP's) using the COR as the basis for short term objectives and ongoing assessment. Reflect on current practice and how to move to more developmentally appropriate practices.

Using the *Key Experience Note* form or the *Anecdotal COR* cards and the *Child Observation Record*:

- can give you a well rounded and accurate picture of the child's performance because it is done over a prolonged period of time, while the child is engaged in the varied activities typical of an appropriate early childhood program
- is tolerant of children's cultural and ethnic differences
- can help you learn more about your own strengths as a facilitator of learning opportunities for all of the children in the program
- gives you an opportunity to use the reactions of children to assess whether your program is truly developmental and offers children a broad range of learning opportunities in many areas of cognitive, social, and emotional growth
- provides a vehicle for charting children's development and progress over time
- serves as the basis for discussion at parent conferences and to help parents understand the progression of child development

The Child Observation Record (COR) and children with special needs:

- no developmental age is derived
- progress is noted by an increase in numerical scores
- an observational instrument; therefore anecdotal notes and child work samples form the basis for completing the COR
- programs using the High/Scope approach may use the *Key Experience Note* form;
- programs using the COR are encouraged to add any specifics that are needed for individual children
- your program can personalize the COR

Elements of Individual Education Programs:

- area of development
- current level of functioning
- annual goal
- short term objectives that include the following:
  - statement of what child will do
  - date to be accomplished
  - criteria can be "as assessed by. . . "
  - evaluation procedures and timetable

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Rethinking the IEP Process

Extensions Newsletter, May/June 1993

One of the most exciting developments in early childhood special education is the move toward developmentally appropriate practices. Many special educators who work with young children are moving away from highly directive teaching. Instead of spending most of their time drilling children on narrow skill sequences, they are providing learning experiences in which children can use the full range of their developing abilities in "real-life" contexts. In this newer approach, adults focus on children's abilities rather than disabilities and encourage children to initiate their own activities and solve problems.

Support for these developmentally appropriate teaching methods has come from many sources, including professional associations like NAEYC, state departments of education, and institutions like High/Scope that offer curriculum training and materials.

However, as more and more of us in the field of early childhood special education make changes in the ways we work with children, a new problem has arisen: we've become increasingly dissatisfied with the traditional ways of assessing children and developing IEPs (Individualized Educational Plans). Since state and federal law require special educators to do regular assessments and develop IEPs for each child with special needs, this is not an issue we can avoid or minimize.

At Project REACH, our early childhood special education program in Lynchburg Virginia, we've had firsthand experience with this issue. In 1991, we initiated a staff training program in the High/Scope educational approach. Since that time, our special educators have been moving toward full implementation of the High/Scope approach. As we changed our classroom environments, routines, and interaction styles, we realized that we had to make a corresponding shift in our methods of assessing children and developing IEPs. Our assessment and IEP procedures, developed during an era when direct teaching was the prevailing approach, seemed "out of sync" with what was going on in classrooms.

We resolved this problem by reorganizing procedures for child observation, assessment, and IEP development around High/Scope's new child assessment instrument—the High/Scope COR (Child Observation Record for Ages 2½ to 6). In this issue of *Extensions*, we'll describe our experience with COR-based assessment and IEP development and offer practical suggestions to other special educators who may want to make a similar transition.

Project REACH is staffed by eight early childhood special educators housed at the Hutcherson Early Learning Center in Lynchburg. Six of these educators are classroom-based, serving 68 young children with special needs, and two work out in the community in various settings. Children who are 2 to 5 years old and at least 25% delayed in one or more areas of development are served.

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Although Project REACH classrooms have always been considered "developmentally appropriate," up until a few years ago we were actually using a skill-based program. Teachers selected specific skills in children's deficit areas and then artificially taught these skills through teacher-directed activities. This began to change with the decision to implement the High/ Scope approach.

As staff worked with our in-house High/Scope certified trainer, they made a huge leap toward practices that truly met the definition of "developmentally appropriate" as put forth in NAEYC guidelines. But our outmoded IEP process was causing frustration for teachers.

Seen in terms of our new understanding of teaching and child development, the IEP objectives we were writing often seemed fragmented, arbitrary, and unrelated to the broad abilities that we knew were important. For example, a typical objective for a 4-year-old might read, "The child will cut a strip of paper 1/4-in. wide and 5-in. long by 6/93."

Our procedures for writing IEPs were closely tied to the assessment instruments we were using, which tended to focus on small, isolated steps in development involving very specific skills. These instruments usually attached a chronological age to each skill without regard for the wide age span of normal development in any skill. At age 48 months, for example, one instrument asked us to demonstrate for the child how to fold an 8½-in. by 11-in. paper in half horizontally, then vertically, and then diagonally. To receive credit, the child would be given three trials to imitate the demonstration. In addition, with our old instruments, skills were assessed out of context, rather than in "real-life" situations. For example, we might ask children to repeat digit sequences, instead of noting the same skill when it naturally occurred as children learned fingerplays and songs. Or, we might interrupt a child's play to ask her, "How do you drink milk? . . . Where do you drink milk?" instead of noting the child's use of similar language in a normal conversation at snack time.

We also noticed major gaps in the content of the old instruments. In our classrooms, we were now encouraging children to make choices and initiate activities on their own. Yet decision-making and initiative were not even included on the assessment tools that were the basis for our IEP goals.

We knew we had to move away from our old ways of assessing children's progress and doing IEPs, but we weren't sure how to proceed. The release of the new High/Scope COR early in 1992 was the catalyst we needed to rethink the IEP process.

Using the New COR

The High/Scope COR is an *observational* assessment tool—the adult gathers the data for assessment not by administering tests or artificial exercises to children but by making daily anecdotal notes on children's behavior as they go about their normal activities in the early childhood setting. Six categories of development are covered in

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the COR: initiative; social relations; creative representation; music and movement; language and literacy; and logic and mathematics. (See the back of the insert for more information on the COR).

By last spring, the Project REACH staff had decided to try to use the new COR as the basis for writing IEP objectives. The certified High/Scope trainer on our staff developed a series of workshops to help us make the transition to the COR.

One of the first steps in our COR training was to learn how to take anecdotal notes and then how to complete the COR. Most of us were accustomed to collecting data for child assessment based on trials or time taken to complete a task. For each IEP objective, the state requires us to specify a criterion for assessing whether the objective has been reached. For example, the criteria portion of the IEP often had statements like this: "Randomly present, one at a time for 5 seconds, 3 flash cards with the numerals 1–3. Child must name all three in one try." We would make charts of such statements and check off the objective when the child had satisfied the criterion.

By contrast, the High/Scope COR required us to write short, factual, descriptive anecdotes describing what children did during their everyday activities: "During planning, J. pointed to the block area where he wanted to play and then pointed to the picture of the block area on the planning cards."

Learning how to take these anecdotal notes took practice. During our training workshops, we practiced taking notes as we observed role-play situations and video footage. Gradually, we got the knack of taking brief, objective notes. We noticed immediately that the "can-do" examples we captured in our anecdotal notes enhanced our ability to see children positively and to communicate children's abilities to parents.

Writing IEP Objectives

The next step for us was to tackle the process of writing IEP objectives that reflected our new approach to teaching and assessment. Because some teachers were apprehensive about making this change, we started cautiously. We went through several rounds of field-testing sample IEPs; teachers worked in pairs and consulted parents as they drafted new IEP objectives.

The IEPs that are developed through a COR-based process are very different from the previous ones. Our new IEP objectives often reflect such High/Scope Curriculum elements as the **plan-do-review sequence** and children's **active learning, problem solving,** and **initiative.** Also captured in the objectives we write are such "traditional" IEP areas as gross- and fine-motor development, language, concepts, self-help, and social-emotional development. In all of these areas, we refer to the COR and our anecdotal notes to assess the child's current level of development and to project the next steps in the child's growth.

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The following is the process we now use for writing IEP objectives. In special education, state regulations require teachers to track the areas of development in a child that are at least 25% delayed. These "areas of need" are the areas for which IEP objectives must be written. We now look for the relevant COR items in each area and use our anecdotal notes to assess the child's level of development on each item. Then, for each item, we go one level up on the COR scale and find the "next step" in development for that child. These "next steps" then become the basis for the IEP objectives. For example, if our notes now indicate that Dean participates in program routines, but inconsistently, we would assess him as Level 2 on COR Item I.D. ("Child sometimes follows program routines"). We would then look to the COR for the next step in development (Level 3: "Child participates in program routines when directed to do so"). That step would then become the basis for the following IEP objective: "By 2/15/93 Dean will participate in program routines when directed to do so, as assessed by the COR." The last phrase "as assessed by the COR" is included to meet the state requirement that each objective specify an assessment criterion.

We've also found it necessary to make certain modifications in the COR and the corresponding IEP objectives to make it suitable for our group of developmentally delayed children.

We feel that this new process of COR-based assessment offers us, as special educators, the tool we need to write educational objectives that are measurable, yet broad enough to be achievable through developmentally appropriate practices. We now have a tool available that can facilitate our transition to active learning classrooms, not hinder it.

Other special educators may want to use a similar COR-based process to make their assessment and IEP procedures more useful and meaningful. Each program, however, will need to adapt the procedures we suggest to accommodate their state's legal guidelines and the specific needs of the children served.

What Is an IEP?

Federal and state laws require education programs that serve children who have special needs to develop an Individualized Educational Plan (IEP) for each child who qualifies for special services. The IEP is developed by a team that includes the child's teachers, his or her parents, and the other professionals who work with the child—which may include occupational, physical, and speech therapists.

The heart of the IEP is a list of objectives: statements of the educational goals for the child in the upcoming year. Included with each objective is a statement of the criterion used to assess whether the objective has been reached.

Each child's IEP is reviewed and updated at regular intervals. In Virginia, for example, state regulations require the IEP team to develop a new IEP each year, and to review and update the plan with parents three times a year.

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Parents and COR-Based Assessment

Teachers at Lynchburg's Project REACH report that one of the exciting benefits of writing IEPs using the High/Scope COR is that the parent's knowledge of their child becomes more important. Sandy Slack reports:

"Since the COR gives both teachers and parents awareness of the next step expected in a child's development, parents are primed to report changes to us. For example, Jennifer's parents told us in September, 'Jennifer is putting two words together at home, although some words are still hard to understand.' This helped us successfully project that by January, Jennifer would probably be doing the same thing at nursery school.

"We've found that with the COR as a frame of reference, teachers are less likely to write IEP objectives before they've had a chance to confer with parents, because they have so many anecdotal notes to share with the parent and because they want information on the child's home behavior before projecting the child's growth for the next school year. When parents and teachers share and compare observations in this way, the result is a more accurate picture of the child's abilities and expected growth."

Modifying the High/Scope COR for Developmentally Younger Children

Earlier, I described our experiences at Project REACH, Lynchburg, Virginia, in using the High/Scope COR (Child Observation Record for Ages 2½ to 6) as a tool for observing, assessing, and developing IEPs for young children with special needs.

One reason the High/Scope COR has been so useful to us is that we've found ways to modify it to suit our group of children. In this article I'll share the process we used for making changes in the COR—other early childhood staff who serve children with special needs may want to try a similar process.

As the REACH teachers began their efforts to implement COR-based assessment and planning, they soon found themselves grappling with a common problem: because many of the children were functioning at a level below 2½ years and were progressing slowly, the teachers needed to fine-tune the instrument so it would more accurately reflect the range of the children's abilities.

With the support of Shannan McNair, a High/Scope staff member who had helped to produce the COR, we developed some additional COR items that would capture some of the earlier stages of development and that would measure the smaller changes typical of developmentally delayed children.

At Project REACH we do not use the statements indicating the first level on most COR items, which typically start with the phrase, "Child does not yet . . . ." Statements like this are not specific enough to describe the range of behaviors that fall

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within this level when children have special needs. In addition, because these are statements of what children cannot do, they cannot be used as the basis for IEP objectives, which are stated in terms of what a child *will do*.

During a weekly staff meeting, we decided to work in teams to look at each COR category and develop items that would occur before the beginning COR age of 2½ years. Teams met weekly for a month. The physical, occupational, and speech therapists were included on the teams. Each team drafted possible additions to the COR, and the drafts were exchanged, commented upon, and revised. We tried to keep our additions to a minimum, our wording as much like the COR as possible, and our examples as specific as the COR's examples. We also decided to stay with the COR format of five levels for each item. Instead of adding to the number of levels, which would have changed the scoring of every item, we assigned decimal values to the new items.

At left, we give an excerpt from a modified COR that reflects the kinds of additions we have made to the instrument. In the example, the level .5 statement is a new one, added to accommodate developmentally younger children, and the level 1 statement has been rephrased to make it specific and positive.

We've also found it's sometimes necessary to modify a specific child's COR by adding smaller steps between existing COR items. For example, in the excerpt below, the Level 2.5 statement is new—this was a half-step added to a one child's COR to capture the slow, but definite, progress she was making. When we make modifications like this for particular children, we note them on the child's COR booklet as we're writing the IEP. With modifications such as this, the new High/Scope COR provides an even more useful picture of children's developing abilities.

Excerpt From Modified COR

Section I: Initiative

A. Expressing choices

.5 Child indicates interest with visual attention to object or activities. *[New item]*

1 Child indicates a choice by reaching, picking up, or manipulating objects. *[New item: replaces "Child does not yet express choices to others."]*

2 Child indicates a desired activity or place of activity by saying a word, pointing, or some other action.

2.5 Child indicates a desired activity, place of activity, materials, or playmates with a two- or three-word phrase, such as "Me ride" or "Play Carol." *[New item.]*

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3 Child indicates with a short sentence the desired activity, place of activity, materials, or playmates.

4 Child indicates with a short sentence how plans will be carried out ("I want to drive the truck on the road").

5 Child gives detailed description of intended actions ("I want to make a road out of blocks with Sara and drive the truck on it").

Note: High/Scope does not recommend using the decimal items to compute a total COR score, since they have not been scaled with the rest of the COR. The revised items are intended to be used as descriptors rather than as quantitative indicators of development.

"It's frustrating when you have to write an IEP that doesn't reflect what you're doing in the classroom. Here I was trying to support children's active learning and provide developmentally appropriate activities—yet I was still writing objectives that were skill-based, like copying a vertical line or repeating two-digit sequences. It seemed ridiculous! I also felt foolish telling parents that their child hadn't reached this age or that age in a particular skill—specified right down to the month—when I knew that you just can't say exactly when a skill should develop. I would walk away from an IEP conference with a parent feeling that I'd undermined all my other work in conveying the developmental approach to the family."—Preschool special education teacher

Writing COR-Based IEP Objectives

As special education teachers at the REACH Project at Hutcherson Early Learning Center in Lynchburg, Virginia, have revamped their procedures for writing IEPS (Individualized Educational Plans) to make them more developmentally appropriate and meaningful. The High/Scope COR assessment instrument provides a framework for the new IEP development process. Below are some sample objectives taken from IEPs written by teachers at Project REACH. Note the contrast between IEPs written the "old way" and IEPs written the "COR way."

As you read the examples, think about the following questions: Which objectives encourage or force teachers to stage demonstrations or tests to assess mastery? Which objectives can be assessed during child-initiated activity? How well does each set of objectives capture developmentally significant goals? How do you think each set of objectives will influence the teaching approach used in the classroom?

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"Old Way" IEP Objectives

Annual goal: Improve cognitive skills.

Short-term objectives and criteria for evaluation:

By 10/89 student will be able to build a tower 3–4 blocks high using 1-in. cubes 100% of the time, after demonstration.

By 2/90 student will be able to hand objects similar to a familiar sample to an adult on request with 75% accuracy.

By 6/90 student will be able to repeat two digits in correct sequence with 75% accuracy.

* * *

Annual goal: Improve functioning in gross-motor skills.

Short-term objectives and criteria for evaluation:

By 10/89 student will be able to climb into adult seat and turn around to sit 90% of the time.

By 2/90, student will be able to walk with one foot on a 3-in. wide, 6-ft. long walking board in 100% of trials.

By 6/90 student will be able to walk backward (when behavior is modeled by teacher) a distance of 6 ft. in 75% of attempts.

"COR Way" IEP Objectives

Annual goal: Strengthen representational abilities.

Short-term objectives and criteria for evaluation:

By 11/92 student will be able to use materials to make a simple representation and say or demonstrate what it is as assessed by the COR.

By 3/93 student will be able to draw or paint a simple representation (for example, of a ball or house) as assessed by the COR.

By 6/93 student will be able to assume the role of someone or something else and talk in language appropriate to the assumed role as assessed by the COR.

* * *

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Annual goal: Strengthen capacity for initiative.

By 11/1/92 student will be able to indicate with a short sentence desired activity, place of activity, materials, or playmates as assessed by the COR.

By 3/1/92 student will be able to show some persistence in solving problems during play, trying several alternative methods to solve a problem, as assessed by the COR.

By 6/11/93 student will be able to indicate with a short sentence how plans will be carried out as assessed by the COR.

What is the High/Scope COR?

The COR is a child assessment instrument designed for use in developmentally appropriate early childhood programs, including preschools, day care programs, home-based programs, Head Start programs, and programs for children with special needs. The COR is an observational instrument—teachers collect the data to complete the COR by observing children during their normal daily activities in early childhood programs. This observational focus distinguishes the COR from test-based assessment instruments, in which the child is "pulled out" of his or her normal activities to perform standardized tasks as directed by an adult.

What is the relationship between the COR and the High/Scope Approach?

The COR is organized around six categories of child development: initiative; social relations; creative representation; music and movement; language and literacy; and logic and mathematics. These child development categories assess the same behavior that is covered in the High/Scope key experiences, so staff of High/Scope programs find that the COR is very compatible with their curriculum approach.

However, even a program not using the High/Scope Approach can use the COR for assessment, if the program is developmentally appropriate. The everyday activities that are the basis for COR assessment—children playing, drawing, building, exploring, pretending, drawing, using books, moving to music, planning, solving problems, conversing, negotiating, making friends—take place in any effective program, whether or not it is based on the High/Scope Approach. If a program has these activities, then staff will find the COR to be a useful instrument.

How do program staff record their observations for COR assessment?

Staff take daily "anecdotal notes"— brief objective notes that document children's abilities by describing their behavior in specific situations, for example, "Lonnie passed out one cup and one napkin to each child in his group at snack time." Finding efficient ways to take accurate notes on children's development is a critical part of the COR assessment process. Staff can record the notes on one of the forms offered by High/Scope, or develop their own note-keeping system.

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What if parts of the COR don't seem to fit the children I am using it with?

To be truly effective, assessment must be tailored to the specific needs of the children who are being assessed. No assessment instrument can accurately capture all features of every child's abilities—that's why extra note space is provided on the COR for teachers to write down specific features of a child's development that are not addressed by the instrument. Teachers who are using the High/Scope Approach generally collect much more information on individual children's development than is recorded on the COR.

Sometimes, too, a child may be developmentally younger than the beginning COR age of 2½ years—this often happens in special education programs. In this case, staff may use some of the suggestions offered in this issue for adapting the COR to developmentally younger children.

How does a program get started with using the COR?

Program staff can best learn to use the COR by taking part in COR training. High/Scope offers two-day COR workshops at the Foundation and at many locations throughout the country. Programs that have an in-house High/Scope certified trainer, such as the REACH program described in this issue, may plan inservice workshops on the COR.

What COR materials does High/Scope offer?

In addition to the COR Assessment Booklet, which contains the actual instrument, High/Scope offers a range of materials to support COR use. These include a manual explaining how to use the COR, anecdotal notecards for recording observations of children's development, parent report forms, and a wall chart showing the COR child development areas; a set of 25 COR Assessment Booklets and the supporting materials needed to meet the assessment needs of 25 children is offered in the High/Scope Child Observation Record Kit. Also available are Spanish language COR parent report forms and COR Key Experience Notes, a set of 25 anecdotal note forms based on the High/Scope key experiences.

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Advanced Training
The New Training Materials:
Daily Routine and Learning Environment

Julie Franconi
High/Scope Field Consultant, Grand Rapids, Michigan

Consistency and quality are the goals of High/Scope training activities. In order to meet these goals we developed a training "package" that has been used in the Lead Teacher Training Program (LTTP) and the Training of Trainers Program (TOT). The package consists of a set of five participant guides: Active Learning, Adult-Child Interaction, Learning Environment, Daily Routine, and Assessment. Each participant guide contains activities, information, worksheets, and reference materials. All participants in the TOT or LTTP use these guides during their training. The guides replaced the bulky blue notebooks that overflowed with handouts and training materials.

In conjunction with each participant guide, we also produced a trainers guide that defines how to use the new material. The trainer guides provide the trainer with a workshop sequence, outcomes, activity choices, a sample agenda, and a description of each activity.

This set of materials is vital for all certified trainers as it will bring you up-to-date on the latest changes in the High/Scope approach; make your training consistent with other trainers; and acquaint you with a wealth of new training ideas.

This workshop will introduce the two participant and trainer guides: Daily Routine and Learning Environment. During the first session, we will introduce the *Daily Routine Participant Guide* and Trainer's Guide. Several new activities will be demonstrated and the use of the package will be discussed.

The *Learning Environment Participant Guide* and *Trainer's Guide* will be introduced in the second session. We will review sample agendas and activities.

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Active Learning/Training in the College Classroom

Heather Perras
Professor, Mohawk College, Brantford, Ontario, Canada,

Contact with students at the college level demands creative strategies to support active learning, positive teacher-learner relationships, optimal learning environments, effective routines, and ongoing assessment and evaluation. Applying elements of the High/Scope curriculum to the adult population may serve as a guideline for planning, delivering, and reviewing curriculum in adult learning situations.

Active Learning/Training In The College Classroom

Training is one of the biggest growth industries today. . .The active approach involves a commitment to learning by doing. Everything we know about adult learners suggests that participants must be actively engaged during a training program. Without group participation, they will forget or fail to apply what they are taught, as well as be bored by the material presented.

Mel Silberman Active Training, A handbook of Techniques, Case Examples & Tips, (1990) Lexington Books, D. C. Heath and Company, Lexington, Mass.

Changing trends in adult educational settings demand creativity, risk-taking and problem-solving initiatives for the college professor. Larger class sizes, the influence of telecommunications, variable delivery models, credit for prior learning, and standardization of curriculum not only affect what is being taught, but also how teaching and learning occur. Contact with students at the college level demands creative strategies to support active learning, positive teacher-learner relationships, optimal learning environments, effective routines, and ongoing assessment and evaluation.

Applying elements of the High/Scope curriculum to the adult population may serve as a guideline for planning, delivering, and reviewing curriculum in adult learning situations.

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Using the High/Scope Training Wheel as a framework, college curriculum and delivery may be integrated into process-oriented learning opportunities rather than content-focused learning outcomes. Active learning supports interest and engagement in content for the learner as well as the facilitator, thereby developing skill in risk-taking, problem-solving and creative-thinking. The instructor's role focuses on supporting initiative and self-reliance rather than dependency. As a facilitator, rather than a teacher, support for learning evolves through ongoing observations of the learners and assessment of the process as well as the content.

Changing attitudes, behaviors and values from the teacher-directed approach to the more student-centered active learning approach might begin with reflecting on how the High/Scope Wheel relates to the college classroom. This session will provide you with an opportunity to examine your own personal philosophy of education as well as your professional role as an educator, using the High/Scope Wheel as a starting point for examining what you do and how you might integrate creativity, risks and change to your current training practices.

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Peter Rabbit: Forming Communities of Inquiry in Early Childhood Classrooms

David Kennedy
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Cullowhee, North Carolina

Can young children "do" philosophy? We know that they wonder at the world, which is where philosophy starts; but can they, for example, evaluate generalizations with confirming examples and counter-examples, make definitions, establish and apply criteria, identify similarities and differences, etc.? We will read together and discuss a classic children's book, in a way which is designed to lead young children into the kind of dialogue which encourages philosophical wonderment and critical thinking.

The Tale of Peter Rabbit

by Beatrix Potter (Frederick Warne, 1902)

Once upon a time there were four little Rabbits, and their names were — Flopsy, Mopsy, Cotton-tail, and Peter. They lived with their Mother in a sand-bank, underneath the root of a very big fir-tree.

"Now, my dears," said old Mrs. Rabbit one morning, "you may go into the fields or down the lane, but don't go into Mr. McGregor's garden: your Father had an accident there; he was put in a pie by Mrs. McGregor. Now run along, and don't get into mischief. I am going out."

Then old Mrs. Rabbit took a basket and her umbrella, and went through the wood to the baker's. She bought a loaf of brown bread and five currant buns.

Flopsy, Mopsy, and Cotton-tail, who were good little bunnies, went down the lane to gather blackberries: but Peter, who was very naughty, ran straight away to Mr. McGregor's garden, and squeezed under the gate!

First he ate some lettuces and some French beans; and then he ate some radishes; and then, feeling rather sick, he went to look for some parsley. But round the end of a cucumber frame, whom should be meet but Mr. McGregor!

Mr. McGregor was on his hands and knees planting out young cabbages, but he jumped up and ran after Peter, waving a rake and calling out, "Stop thief!"

Peter was most dreadfully frightened; he rushed all over the garden, for he had forgotten the way back to the gate. He lost one of his shoes among the cabbages, and the other shoe amongst the potatoes. After losing them, he ran on four legs and went

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faster, so that I think he might have got away altogether if he had not unfortunately run into a gooseberry net, and got caught by the large buttons on his jacket. It was a blue jacket with brass buttons, quite new.

Peter gave himself up for lost, and shed big tears; but his sobs were overheard by some friendly sparrows, who flew to him in great excitement, and implored him to exert himself. Mr. McGregor came up with a sieve, which he intended to pop upon the top of Peter; but Peter wriggled out just in time, leaving his jacket behind him. And rushed into the toolshed, and jumped into a can. It would have been a beautiful thing to hide in, if it had not had so much water in it.

Mr. McGregor was quite sure that Peter was somewhere in the tool-shed, perhaps hidden underneath a flower-pot. He began to turn them over carefully, looking under each. Presently Peter sneezed — "Kertyschoo!" Mr. McGregor was after him in no time. And tried to put his foot upon Peter, who jumped out of a window, upsetting three plants. The window was too small for Mr. McGregor, and he was tired of running after Peter. He went back to his work.

Peter sat down to rest; he was out of breath and trembling with fright, and he had not the least idea which way to go. Also he was very damp with sitting in that can. After a time he began to wander about, going lippity—lippity—not very fast, and looking all round.

He found a door in a wall; but it was locked, and there was no room for a fat little rabbit to squeeze underneath. An old mouse was running in and out over the stone doorstep, carrying peas and beans to her family in the wood. Peter asked her the way to the gate, but she had such a large pea in her mouth that she could not answer. She only shook her head at him. Peter began to cry.

Then he tried to find his way straight across the garden, but he became more and more puzzled. Presently, he came to a pond where Mr. McGregor filled his water-cans. A white cat was staring at some gold-fish, she sat very, very still, but now and then the tip of her tail twitched as if it were alive. Peter thought it best to go away without speaking to her; he had heard about cats from his cousin, little Benjamin Bunny.

He went back towards the tool-shed, but suddenly, quite close to him, he heard the noise of a hoe--scr-r-ritch, scratch, scratch, scritch. Peter scuttered underneath the bushes. But presently, as nothing happened, he came out, and climbed upon a wheelbarrow and peeped over. The first thing he saw was Mr. McGregor hoeing onions. His back was turned towards Peter, and beyond him was the gate!

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Peter got down very quietly off the wheelbarrow, and started running as fast as he could go, along a straight walk behind some black-currant bushes. Mr. McGregor caught sight of him at the corner, but Peter did not care. He slipped underneath the gate, and was safe at last in the wood outside the garden. Mr. McGregor hung up the little jacket and the shoes for a scare-crow to frighten the blackbirds.

Peter never stopped running or looked behind him till he got home to the big fir-tree. He was so tired that he flopped down upon the nice soft sand on the floor of the rabbit-hole and shut his eyes. His mother was busy cooking; she wondered what he had done with his clothes. It was the second little jacket and pair of shoes that Peter had lost in a fortnight!

I am sorry to say that Peter was not very well during the evening.
His mother put him to bed, and made some camomile tea; and she gave a dose of it to Peter! "One table-spoonful to be taken at bed-time." But Flopsy, Mopsy, and Cotton-tail had bread and milk and blackberries for supper.

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Exercises and Discussion Plans

Good and Bad and Naughty
Is Peter being naughty?
Is the mouse carrying seeds out of the garden being naughty?
Is the cat being naughty?
Was Mr. McGregor being naughty when he killed Peter's father?
What's the difference between "bad" and "naughty"?

Good and Bad
Say if the following things are good or bad, and why.

A hammer
An ice cream cone
A friendship
A song
A word
A person
A thought
A day
A year

Accidents
Was it an accident that Peter's father was killed and eaten by Mr. McGregor?
Was it an accident that Peter went to Mr. McGregor's garden?
Was it an accident that Peter lost his coat and shoes?
Did Peter go to Mr. McGregor's garden on purpose?
How can you tell if something is an accident?
How can you tell if something is on purpose?

By Accident or on Purpose?

The sun comes up
The sun comes out
A train wreck
Someone gets angry
It starts raining
A doctor hurts someone with a needle
You were born
It gets dark

Stealing
Was Peter stealing from Mr. McGregor?
Was the sparrow stealing?
Was the mouse stealing?
How can you tell when it's stealing?

Stealing or Not?
Getting in a stranger's car and driving it away
Eating a grape in a supermarket
Finding a dollar on the street and keeping it
Find a million dollars on the street and keeping it
Taking food from a store when you are starving
Taking a cookie when you aren't supposed to
Taking a toy from the store
Taking a toy from a baby who doesn't care

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Owning

What or whom do these belong to, or who owns them? How do you know?

Your parents' car
Your bed
Your body
Your dog or cat
Your house
Your street
The moon
The ocean
Your thoughts

Children and Grownups

Is Peter a child? How do you know?
What is the same about children and grownups?
What is different about children and grownups?
Will you still be you when you grow up?
What will be the same?
What will be different?
Will your head, feet, hands, tummy, hair, mouth, eyes be the same?
Are there children and grownups among animals?
Are there children and grownups among plants?
What would the world be like if there were no grownups?
What would the world be like if there were no children?
What would the world be like if the children told the grownups what to do, and took care of them?
What would the world be like if you were born very big and got smaller as you got older?

Animals and Humans

Is Peter an animal or a human?
Is Mr. McGregor an animal or a human?
What is the same about animals and humans?
What is different about animals and humans?
Should animals wear clothes?
Do animals think?
Do animals talk?
Do animals have feelings?
Can animals make plans?

What Talks?

A sparrow
A cat
A mouse
A cabbage
Ants
Bees
Slugs
Tadpoles
Trees
Televisions

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What Thinks?

Dogs
Cats
Rabbits
Worms
Radios

Girls and Boys

How are girls and boys the same?
How are girls and boys different?
What makes you be born a girl or a boy?
When girls and boys grow up, will they be different?
Why should there be girls and boys?

Girl or Boy?

Run
Cry
Laugh
Hit
Sleep
Play with dolls
Play with trucks
Get in trouble

Good Rules or Bad Rules?

Don't hurt other people
Don't laugh at other people
Drive the speed limit
Always say please
Don't wear a hat inside
Never speak to strangers
Never look at grownups when you talk to them
Only talk to best friends
Eat with your fingers
Sleep only on the ground
Watch only 15 minutes of T.V. per day

Getting Lost

Tell a collective story about getting lost
How do you get lost?
How do you get unlost?
What are the different ways of getting lost?

What's it like to Get Lost?

Getting lost is like:

Having a dream
Your bike breaks
Fighting with your mother
Being in someone else's story
Reading a book
Exploring a new place

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Can You Get Lost in it?

A movie
A book
A city
A thought
Someone's face
Your feelings

Danger

Have you ever been in danger?
Is Mr. McGregor dangerous to Peter?
Would he be dangerous to you?
Is Peter dangerous to Mr. McGregor?
Is Peter dangerous to the cat?
Is the mouse dangerous?
Are you ever dangerous?

What's Dangerous?

A toaster
A lion
A bear
A kitchen knife
A bathtub
A washing machine
A frog
A mosquito
A shark
A whale
A vacuum cleaner
A fan
A policeman
A car
A bottle of liquor
A dog
A cat
Darkness

What Can Make You Afraid?

A movie
A song
A picture
A noise
A look
A word
An animal
A person
The dark
Water

When Can You Cry?

When you're happy
When you're angry
When you love someone a lot
When you lose a game
When you break a toy
When you spill a drink
When someone moves away
When you fight with a friend
When you are proud of someone

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It Takes Two to Tangle: Power Struggles

Dan Hodgins
Early Childhood Education Coordinator, Mott Community College, Flint, Michigan

This workshop will look at causes of power struggles between adults and children and how to avoid them.

What is a power struggle?

- Individual's growing drive for control

- The worst time for harmony is when power struggles are at their peak
  around mealtime
  before bedtime
  when I first get home from work
  when I am getting ready to go to work
  first thing in the morning, "getting dressed"
  evenings, mornings
  whenever someone is tired
  all the time

What causes power struggles?

- Unrealistic expectations
- Rules, "No's"
- Anger
- Reinforcements
- Rhythms
- Testing Limits

Examples of punishment that does not work

- Childish Control
  — "You are a bad boy, no, no, no!"
  — "If you bite him again, I'll bite you."

- Punitive Control
  — "Just for that, no television for you all week!"
  — "You can spend the rest of the day in your room."
  — "Write, *I will listen to my father 100 times.*"

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This category also includes ignoring or isolating children, locking them in closets, and withholding meals.

- Abusive Verbal Control:
  - "Why can't you hurry up? What a slowpoke! I've told you 20 times now to hurry!"
  - "What's wrong, are you too stupid to figure out how to do it? Now none of us can watch television all because of you."
  - "You make me sick!"

  This also includes nagging and nit-picking.

- Abusive Physical Control:
  - Spanking, biting back, slapping, poking, pinching, tightly gripping the shoulder, neck, arm, face or other parts of the child's body.
  - Pulling the child by the hair or ear, pushing the child, knocking the child down, rapping the child's knuckles or hitting the child with any object.

- Irrational Control:

  - This includes any combination of other types of control, accompanied or characterized by intense anger, fierce expressions, or threatening gestures.

Examples of Discipline That Might Work

- Include children in rule setting process
- Be honest, tell children what behavior really bothers you
- Be realistic, set rules for health, safety, and care of property
- Be democratic, rules must be fair — at the same time they must be geared to the ages and developmental capabilities of children
- Be precise
- Be consistent
- Say something only once
- Enforce your requests
- Do not argue
- Remain flexible, "I can see you will not cooperate with me today, I will ask you another time
- Offer choices
- Anticipate trouble

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High/Scope for Beginners 4: Adult/Child Interaction

Catherine Calamari
Director, Discover Early Childhood Development Center
Gretna, Louisiana

Taking cues from children as they play, converse, and problem-solve -- an exploration of the partnership that underlies adult-child interactions in active learning settings throughout the day.

Adults Observe and Listen to Children to Find Out What They are Doing

Look and listen for children's plan status.
Look and listen for children's social settings.
Look and listen for specific types of play.
Look and listen for key experiences.

Adults Take Cues from Children as They Play

Look for natural play openings.
Join children's play on the child's level.
Play in parallel with children.
Play as a partner with children.
Refer one player to another.
Embed new ideas in ongoing play.
- Offer suggestions within the play theme.
- Address the role person rather than the child.
- Respect the child's reaction to your idea.

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Adults Take Cues from Children in Conversations with Children

Look for natural opportunities for conversation.
Pass conversational control to the child.

- Speaker retains control

1. Enforced repetition ("Say 'Night, night' to the baby." "Say please.")
2. Closed question ("Is your baby crying?" "How old are you?")
3. Open question ("What are you doing with your baby?" "What can you tell me about your picture?)

- Speaker passes control to listener

4. Contribution ("I used to take my baby to the park." "I'm making a tower, too.")
5. Acknowledgment ("I see." "Uh-huh." Oh, you're going shopping with your baby.")

Adults Take Cues from Children as Children Solve Problems

Look for problem solvers.
Allow children to deal with problems and conflicting views.
Sit down with children.
Give children time to problem solve on their own.
Refer one child to another.
Listen to conflicting view points.
Interact rather than manage.
Assist with unresolved conflicts matter-of-factly.
Elicit, listen to, acknowledge children's descriptions of problems.
Encourage children to talk with each other about the situation they are experiencing.
Interpret for less articulate children.
Help children generate alternatives.

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Feeling and Expressing Steady Beat: The Basic Timing Foundation

Phyllis S. Weikart
Associate Professor Emeritus, University of Michigan, Director — Education Through Movement: Building the Foundation which is an associate division of High/Scope Educational Research Foundation, Ypsilanti, Michigan

Elizabeth B. Carlton
Endorsed Movement Trainer, Assistant Professor/Director Community Music Catawba College, Salisbury, North Carolina

The ability to independently feel, express, and keep the steady beat of a rhyme, song, or recording is one of the most important pre requisites for early success in learning and for body coordination. Participants will explore active ways to assist the preschool/K-3 child to build a personal timing foundation, and to help adults become comfortable with movement in steady beat.

SESSION 4

Basic Timing - Goal of Feeling and Expressing Steady Beat
*The ability to **independently feel, express, and keep** the steady beat of rhymes, songs, and musical selections in locomotor and nonlocomotor ways.*
Steady beat vs. rhythm
Macrobeat and microbeat (from Dr. Edwin Gordon)
Basic Timing Overview (K-3) **California Strut RM4**
Steps to Ownership —
Infancy: build the hearing/feeling connection through rocking
3-8 year old: build beat awareness and beat competence
Step 1: Keep steady beat in one's own natural timing
"Magic Bubble" **K-3 Music Curriculum**
Step 2: Match the timing of another person (visual & verbal)
Step 3: Words, companion words, word phrases
Step 4: Rhymes, songs, recordings

Build Basic Timing in Locomotor movement through the Microbeat
Concepts: Single, Dynamic, Microbeat
Movement base: Locomotor movement
- Steps 1 and 2: Step/walk and ***listen***
  - "The Train Went Into the Tunnel" **Movement in Steady Beat**
  - "We Can Walk Along" (song) **P. Weikart**
  - Recording **Te Ve Orez RM1**
- Step 3: Learner SAY & DO for words (action words, days)

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Words naturally spoken — step on the accent

- Step 4: Rhymes/Songs: (Movement, Anchor word, rhyme/song)
  - Step to the beat of known nursery rhymes
  - "Sally Go Round the Sun" — **Movement Plus Rhymes...**
  - "Walk (rock, pat) to My Lou" — **Movement in Steady Beat**
  - "Down Came a Little Girl" (little boy) — **Mov't Plus Rhymes...**
  - Walk microbeat with the recording — **Apat Apat RM4**
  - Parades — **Jessie Polka RM8**
- Using microbeat and macrobeat

  "A" section walk microbeat; "B" section pat macrobeat (for the *fermata* lift hands off the body and hold) — **Les Saluts RM1**

Build Basic Timing in Nonlocomotor Movement through the Macrobeat Concepts: Single, Dynamic, Macrobeat

Movement Base: Nonlocomotor movement

- Step 1 and 2: Rock and keep beat while ***listening***
  - "Maxi and the Taxi" *The Ice Cream Store* by Dennis Lee
  - "Come on Everyone" (song) — **P. Weikart**
  - Recording — **Gaelic Waltz RM1**
- Step 3: Rock and/or pat words, companion words, word phrases *Words are spoken naturally (movement is on the accent)*
  - *Speak children's names and pat with accented syllable*
  - Tap body parts with Learner SAY & DO (toes, knees, nose) — **Mov't Plus Music Sliding RM1**
- Step 4: Rock to rhymes/songs (begin movement, synchronize movement to the anchor Word, begin rhyme or song)
  - "Two Little Sausages" — **Movement in Steady Beat**
  - "I Did Not Eat Your Ice Cream" *Something Big Has Been Here* by Jack Prelutsky

Note: *Children who lack language development and a flow of speech may need to rock to the microbeat while speaking more slowly.*

  - "We Can Keep a Steady Beat" — **Mov't in Steady Beat**
  - "Pat Your Chin" Jimmy Crack Corn — **Movement in Steady Beat**
- Tactile help with beat — **Alley Cat RM3**

Closure and reflection

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KEY EXPERIENCE: FEELING AND EXPRESSING STEADY BEAT

GOAL: Basic Timing

BASIC TIMING: STEPS TO OWNERSHIP

1. Finding one's own steady beat: visual and verbal
2. Matching another's steady beat tempo: visual and verbal
3. Expressing beat in words, companion words, word phrases
4. Keeping beat with rhymes, songs, and recordings
5. Extending timing to other areas

BASIC TIMING: DEVELOPMENT

SINGLE MOVEMENTS

Nonlocomotor Movement	Macrobeat* .....> Microbeat* .....> Either
Locomotor Movement	Microbeat .....> Macrobeat .....> Either

GRADE	TIMING GOALS
Kindergarten	Nonlocomotor movement in macrobeat Locomotor movement in microbeat
lst Grade	Nonlocomotor movement in macrobeat and microbeat Locomotor movement in microbeat
2nd Grade	Nonlocomotor movement in macrobeat and microbeat Locomotor movement in microbeat and macrobeat
3rd Grade	Extending timing to all learning areas, which includes: moving in coordinated ways, timing manipulative skills, integrating movement sequences, and singing and performing accurate rhythm patterns from a solid foundation in steady beat

*Macrobeat and Microbeat are Dr. Edwin Gordon's terms

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The COR-PC: The Computerized Version of the High/Scope Child Observation Record

Beth Marshall
Consultant, High/Scope Foundation, Ypsilanti, Michigan

A hands-on training session for those interested in using the computerized version of the COR, the COR-PC. Designed for people with little or no computer experience, all aspects of the IBM compatible COR-PC will be covered. Working at individual computer stations, participants will install the COR-PC, add class information, enter and score anecdotes, print out child or classroom summaries and graphs, and make parent reports, all in our own COR-PC lab. We will then look at how to use the COR-PC to facilitate team planning and ongoing evaluation of the classroom environment. Remember, this session is a training session for the COR-PC, not a session on the COR itself.

NOTE: YOU MUST PREREGISTER FOR THIS SESSION, if you have not already. Space is limited, please preregister at the Conference Registration Table for this session. An additional materials fee of $20.00 covers the added costs of the computer facilities and may be credited towards the purchase of the COR-PC software.

Anecdotes to Enter on the COR-PC

1. Outside, put all the large rocks in one pile and all the small rocks in another, telling Stevie, "These ones are still too small."

2. At clean-up time, put all the dress-up clothes back on the hooks without being asked.

3. At greeting circle, told Beth, "My book is a little bit bigger." when really it was the smallest book.

4. At snack, told Becki about going to the grocery store and buying a "surprise secret cake" for her mom's birthday, and about how she made the placemats for the party.

5. At planning, told Beth, "Well, I want to make a bow and arrow, but first I have to find a good stick and then cut the yarn and tape it to the end of it to make it stay on the stick part."

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6. At work time, built a "house" with a "porch, baby room, sidewalk, and window" out of the large hollow blocks.

7. Outside, asked Jaleesa if she wanted to play with her on the tire swing.

8. At work time, patted on her knees to the beat of the Sneaky Snake music she put on the tape recorder.

9. At small group time, counted out 6 pegs from the basket.

10. At work time, told Paul, "That makes me mad!" when he knocked over her block tower.

11. At small group time, made up a story "All about my family." Wrote the words "MOM," "DAD," and "ARVO" in her book.

12. During work time, tried to get her dress-up skirt to stay up, first pulling it way up to her arm pits, then tucking it into her pants, and finally using masking tape and taped it to her shirt (and was successful).

13. Outside, told Sam, "Teacher, she took my bike and I want it back."

14. At work time, painted a picture of a "scary monster" with a "head," "body" and "scary teeth."

15. Zipped up her own coat before she went outside.

16. At work time, in the house area, told Julia, "Not there, look behind that blue dress." to find the yellow lunch box.

17. At work time, picture read the *Are You My Mother?* book to L.J.

18. At work time, told Becki "Teacher, will you come and play with us? You could come and visit our cabin and we'll make you some supper."

19. At work time, threw bean bags up in the air and caught them.

20. Told Sam she wanted "some cheese" but "not any crackers" at snack time.

21. At work time, arranged five crayons on the floor from largest to smallest.

22. At work time, took all the blocks off the shelf, got a blanket and a pillow and put them on the shelf. Climbed on the shelf and said "SHHHH, now I'm going to take a little nap in my bunk bed."

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23. At large group time, told Beth, "I want to sit by Douglas. He's my best friend."

24. Came into school saying in a high voice, "Meow, I am a baby lion and I'm gonna be in your school today." and crawled over to the greeting circle area.

25. Followed Becki's two-part verbal directions to put her hands on her head and then her knees, her ears and then her feet.

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Mission Impossible? Integrating Multicultural Education in the High/Scope K-3 Classroom

Linda St.Clair
High/Scope K-3 Field Consultant, Ft. Washakie, Wyoming,

Integrating a multicultural perspective in a developmentally appropriate way continues to be a compelling challenge for K-3 teachers. Your mission, should you choose to accept it, will be to: explore the definition of multicultural education, generate key experiences in culture and develop strategies for integrating these key experiences into the K-3 classroom. The documents necessary for your mission will be available in this top secret session.

Notes

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High/Scope Goes to Elementary School: Beyond the Basics. . .Way Beyond the Basics Part 1

Judith T. Wagner
Director, The Broadoaks Children's School of Whittier College, Whittier, California

Linda Gonzales
Multi-age Primary Teacher, West Point Elementary, West Point, California

Emphasizing teacher change as developmental process, this advanced session is for trainers and others with experience in primary-grade High/Scope implementation. The session features problem-solving activities to address challenges facing teachers, administrators and trainers in elementary school settings. The session also includes a demonstration of how to use artifacts of children's work for active adult learning in High/Scope workshops for elementary educators.

Among the challenging training/implementation issues to be examined are:

1. Implementing essential and distinguishing features of High/Scope (plan-do-review, active learning workshops, key experiences...) at various grade levels and school settings, including multi-age classroom.

2. Implementing active learning with limited materials.

3. Respecting children's playful ways of knowing and learning while still "covering the curriculum."

4. Connecting High/Scope implementation with other in-service topics, such as Whole Language, Math Their Way, Cooperative Learning, and Authentic Assessment.

5. Providing appropriate choices for students through sharing control of the classroom.

6. Balancing student and adult initiation.

7. Achieving district-mandated outcomes through active learning.

8. Implementing portfolio assessment.

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Advanced Training
The New Training Materials: Assessment Part 1

Susan M. Terdan
Senior Consultant, High/Scope Foundation, Ypsilanti, Michigan

Consistency and quality are the goals of High/Scope training activities. In order to meet these goals we developed a training "package" that has been used in the Lead Teacher Training Program (LTTP) and the Training of Trainers Program (TOT). The package consists of a set of five participant guides: Active Learning, Adult-Child Interaction, Learning Environment, Daily Routine, and Assessment. Each participant guide contains activities, information, worksheets, and reference materials. All participants in the TOT or LTTP use these guides during their training. The guides replaced the bulky blue notebooks that overflowed with handouts and training materials.

In conjunction with each participant guide, we also produced a trainers guide that defines how to use the new material. The trainer guides provide the trainer with a workshop sequence, outcomes, activity choices, a sample agenda, and a description of each activity.

This set of materials is vital for all certified trainers as it will bring you up-to-date on the latest changes in the High/Scope approach; make your training consistent with other trainers; and acquaint you with a wealth of new training ideas.

This workshop will introduce the Assessment participant and trainer guides. We will review agendas, several new activities will be demonstrated and the use of the package will be discussed.

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Family Child Care Integration Project: A Unique Collaboration for Inclusion of Children With Special Needs

Mary Ellen Hoy
Director, Danny Chitwood Early Learning Institute ,Alexandria, Virginia

Jenni Klein
Senior Advisor to the President, High/Scope Foundation, Ypsilanti, Michigan

This presentation will describe how a center that implements the High/Scope approach and integrates children with special needs helped family child care providers to improve the quality of care and include children with disabilities in their homes.

Family Child Care Integration Project

The Family Child Care Integration Project model inservice training introduces family child care providers to developmentally appropriate practice and quality care for all children, including those with or at risk for disabilities. The training was developed by the staff of the Danny Chitwood Early Learning Institute and Resurrection Children's Center. The training experiences include (a) introductory workshops on a variety of topics related to quality care and inclusion of children with special needs; (b) a practicum using the staff and facility of a center that includes children with special needs; and (c) home-based technical assistance from the staff of the integrated center. The model encourages creation of a community support network to help family child care providers as they include children with special needs in their homes. The training includes parents of children with special needs in the design and implementation of training.

Design and Effectiveness of FCCIP Model

The training curriculum developed for the Family Child Care Integration Project was based on the High/Scope educational approach and other specialized projects that have been successful with children with disabilities or at risk. Resurrection Children's Center implements the High/Scope educational approach in its integrated preschool program.

The Family Day Care Rating Scale (FCDRS), a measurement of the quality of the family day care environment which includes items for children with special needs, is the observation instrument used before and after training to assess the impact of training on quality of care (Harms and Clifford, 1989).

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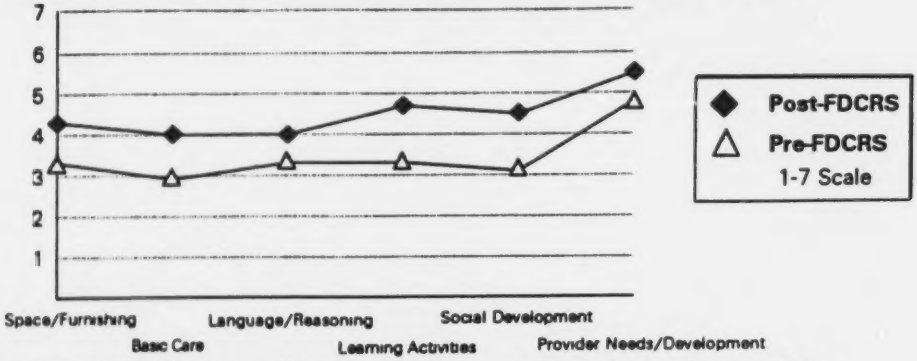
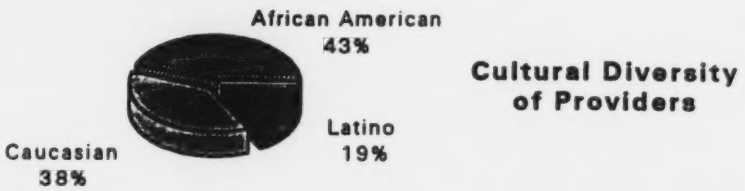
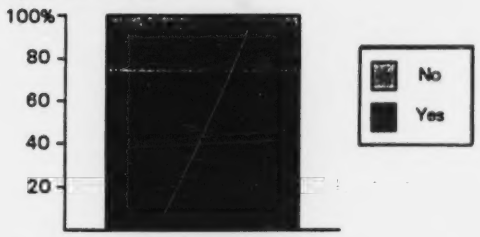
The data on quality of care from the pre- and post-training administration of the Family Day Care Rating Scale (FDCRS) demonstrates a clear increase in the quality of care. For the thirty-seven family child care providers, who participated in the project, the increase was 1.1 point overall on the seven point FCDRS scale.



The project was successful in reaching its target population of minority providers serving minority and at-risk young children. Seventy-three percent of the providers served children who were environmentally at risk.



The project also succeeded in its goal of inclusion of children with special needs in family child care homes. In a survey of providers in Training Cycle One one year after the end of training, 83% of the providers reported including children with special needs in their homes during the year following completion of FCCIP training. Exit interviews at the close of training revealed that providers had developed problem solving strategies to deal with the individual needs of all children including those with special needs.



Providers serving at-risk children

Providers including children with disabilities

Thus, preliminary data analysis indicates that the training impacted on both quality of care and inclusion of children with special needs in the natural environment of the family child care home.

Harms, T., & Clifford, D. (1989). **The family day care rating scale**. Colchester, VT: Teachers College Press.

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Helping Children Like Themselves

Dan Hodgins
Early Childhood Education Coordinator, Mott Community College, Flint, Michigan

You can't give a child self-esteem, but you can offer an environment that promotes the opportunity for the development of positive feelings. This workshop will present signs to look for in children with low self-esteem and strategies for providing environments that support children liking themselves.

Strategies For Promoting Self-Esteem In The Classroom And At Home

- **Check Your Own Feelings of Self-Worth**

You must evaluate your feelings about yourself. It is important to like yourself before you can develop a positive atmosphere for children.

- **Give Each Child Some Undivided Attention**

It is important to let each child know that they count. Making sure you establish contact, without contact, without intruding, will enable children to feel worthwhile. Statements like, "I have been waiting for you," helps a child feel attended too.

- **Look At Each Child as a Unique Person**

All children are different from others. Children need to be accepted as they are. Looking at the positive aspects about the children we work with should be given priority. Focusing on traits a child does have, rather than what he/she does not have, relates to their unique differences.

- **Be Positive and Honest With Children**

Make statements that encourage children to think about how they feel about **what they do** rather than **how we feel**. "How does it feel to use all the green paint on your paper?" rather than "Wow, you sure used a lot of green paint today!"

Statements of encouragement should reflect what a child **is** doing, not what you want him/her to do.

Encourage originality and creative thinking.

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Have children discuss their feelings with other children if it relates to them. For example, when a child calls another child a name, tell him/her to discuss how they feel about being called that name rather then making statements like: "We don't use those names at our school."

- **Avoid Being a Judge**

  Avoid comparing or making judgements about children's behavior or play. Here are some statements that make judgements:

  "You'll have to miss lunch if you can't straighten up."

  "Why don't you grow up and act your age?"

  "You must think this family is made of money."

  "Why can't you do anything right?"

- **Encourage Independence**

Allow children to make choices and decisions.

- **Be Realistic in Your Expectations**

Base your activities on age, abilities, development and situations.

Anticipate difficult, troubled times.

Give gentle reminders. This can be attained by labeling, making rules/limits concrete.

Inject humor.

Offer choices.

Give hugs and other appropriate touches.

Play with children, take their leads.

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Sights and Sounds of Children: A Look at Early Childhood Settings in Hong Kong

Shannon Lockhart
Research Assistant, High/Scope Foundation, Ypsilanti, Michigan

What are early childhood settings like in Hong Kong? This 35 minute tape shows three types of typical settings (a preschool, a child care center, and an in home child) that serve 4-year-old children in Hong Kong. You will see children engaged in such activities as writing Chinese characters, completing number worksheets, singing, reading, and indoor free play.

The High/Scope International Videotaping Series

Three videotapes of early childhood settings from the NEW *High/Scope International Videotaping Series* are featured. These videotapes have been produced in connection with the IEA Preprimary Project, an international study examining the nature, quality, and effects of the experiences of children prior to entrance into formal schooling. The project consists of 15 participating countries and is conducted in three phases. Phase 1 identifies the different types of early childhood care and education settings parents choose for their children prior to entrance to school. Phase 2 examines the experiences of 4-year-old children in the settings identified in Phase 1 and the relationship between children's developmental status and their experiences in these settings. Phase 3 assesses the effects of experiences in the various settings on the development of the same children at age 7.

As a part of this project, the international videotapes represent what actually happens in early childhood settings in the various countries involved in the IEA Preprimary Project. Each country chose typical settings (i.e., preschools, child care centers, family day care homes, etc.), in which their 4-year-old children are commonly cared for.

The following is a list of other uses for the videotapes:

- Observing children's behaviors in different countries
- Viewing different teaching styles in other countries
- Observing adult/child interactions in different types of activities
- Training teachers and students in multicultural early childhood education
- Helping teachers who work with children from other countries by providing examples for teachers to incorporate similar experiences and activities into their settings

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- Providing a cross-national context within which to view early childhood education in the United States
- Compare findings to actual observations of children's activities, the adult's behavior and degree of involvement with children, and how the adult organizes or structures the children's time or daily routines within these different types of settings
- Provides knowledge of available early childhood services to families and description of each country's present caretaking situation
- Viewers will see how facilities, materials, and program philosophies not only vary from country to country but from setting to setting
- Provides a critical view of settings' practices for each country
- Provides an objective view of what typically happens in early childhood settings in each country
- Provides a tool for learning observation skills
- Provides education professors with an international curriculum for teaching students

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High/Scope for Beginners 5: Introduction to the High/Scope Child Observation Record

Karen Weber
Director of Early Childhood Education, Kings School at C.R.I.S.T.A.
Seattle, Washington

And what a good day it is for both parents and teachers to be able to share and discuss naturally occurring actions and interactions by their child which provide important and valid information about their child's growth and development. This session will introduce participants to the importance of observation, the value of documentation and the strength of an assessment approach that utilizes real information gathered over time.

Notes

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Parent Report Form
CHILD
COR
OBSERVATION
RECORD

The High/Scope Child Observation Record (COR) is an assessment instrument designed for use with children aged 2 years 6 months to 6 years 0 months in early childhood settings, including preschools, day care programs, home-based programs, and Head Start Programs. After keeping anecdotal records of the child's behaviors in regular program activities over several weeks or months, the observer completes this form by noting behaviors that best characterize the child's experiences in each of six general curriculum areas. The assessment focuses on child-initiated behaviors, that is, actions that the child undertakes independently rather than in response to adult directions. Some of the observations program staff have made about your child in each of the six areas are summarized below.

Child's name_____ Agency_____

Male ☐ Female ☐ Age_____ Center_____

Date of birth___/___/___ Morning ☐ Afternoon ☐

Date observations began ___/___/___ Completed by _____

Date this form completed ___/___/___

I. Initiative

Corrin gives detailed descriptions on her intended actions. She uses alternative methods to solve problems and is highly involved and persistent. She joins with others in carrying out complex and varied sequences of activities. Corrin participates in classroom routines without being asked.

4-28 Figured out she could use glue and let it dry on her paper to make "the feely line" like the Very Busy Spider book.

7-28 Worked with Callie and Chelsea to set up a "McDonald's" complete with cash register, food, plates and table service.

II. Social Relations

Corrin works on complex projects with other children and familiar adults. She appears to receive social support from friends and shows loyalty to her friends. She usually solves problems with other children independently. Corrin expresses feelings usually in acceptable ways.

1-6 Sat during recall time with her arm around Petey. Said "He's my friend."

7-15 Played the xylophone with "my friend Ben."

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III. Creative Representation

Corrin uses materials to make or build things with at least three details represented. She draws or paints representations with many details. She can step out of pretend play to give directions to another.

3-3 Made a "Puppet" with paper and popsicle sticks. Her person had a head with facial details, arms and legs.

7-28 When playing "McDonald's", used blocks for "cheeseburgers" and pegs for "nuggets." Stepped out of her character to whisper to Beth what to order. Said "McDonald's doesn't have bananas, but you could get a cheeseburger. OK?"

IV. Music and Movement

Corrin engages in complex movements. She manipulates small objects with precision. Corrin chants or sings while performing a sequence of movements to the beat. She follows spoken instructions for a two-part or two-step movement.

5-27 Followed Beth's two step directions to put your hands on your head and then on your knees.

7-15 When the music was playing at clean-up time, Corrin danced across the room.

V. Language and Literacy

Corrin follows multi-step or complex directions. She uses sentences that include two or more ideas with descriptive details. She often "reads" a book or tells the story while turning the pages. Corrin picture reads, telling about the story from the pictures on the cover or in the book. She reads several words, including her name. She can copy and write identifiable letters, including her own name.

2-26 Made a sign for the house area with a "YES" and a "NO" on it. Said "the yes is for the girls and the no is for boys."

7-22 Corrin wrote in a homemade book "LIS, TIM, CORRIN."

VI. Logic and Mathematics

Corrin groups objects together on the basis of two or more characteristics. She distinguishes between *some* and *all* and uses these terms in categorizing. She arranged four or more items in graduated order based on one characteristic. Corrin compares three or more things using some comparison words. She correctly compares the sizes of groups of more than five objects. Corrin correctly counts over ten objects. She uses words that describe the relative distances between things. Corrin compares time periods correctly.

11-5 Matched and counted 13 kittys to 13 circles.

7-15 Corrin asked a visitor to get her a marker because "You are a lot closer to it."

7-15 Talked about when her friend Courtney came to her house "a long time ago."

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High/Scope Preschool Key Experiences

Creative Representation
- Recognizing objects by sight, sound, touch, taste, and smell
- Imitating actions and sounds
- Relating pictures, photographs, and models to real places and things
- Pretending and role-playing
- Making models out of clay, blocks, etc.
- Drawing and painting

Language and Literacy
- Talking with others about personally meaningful experiences
- Describing objects, events, and relations
- Having fun with language: Listening to stories and poems, making up stories and rhymes
- Writing in various ways: drawing, scribbling, letter-like forms, invented spelling, conventional forms
- Reading in various ways: reading storybooks, signs, symbols and one's own writing
- Dictating stories

Initiative and Social Relations
- Making and expressing choices, plans and decisions
- Solving problems encountered in play
- Taking care of one's own needs
- Expressing feelings in words
- Participating in group routines
- Being sensitive to the feelings, interests, and needs of others
- Building relationships with children and adults
- Creating and experiencing collaborative play
- Dealing with social conflict in constructive ways

Movement
- Moving in non-locomotor ways
- Moving in locomotor ways
- Moving with objects
- Expressing creativity in movement
- Describing movement
- Acting upon movement directions
- Feeling and expressing steady beat
- Moving in sequences to a common beat

Music
- Moving to music
- Exploring and identifying sounds
- Exploring the singing voice
- Developing melody
- Singing songs
- Playing simple musical instruments

Classification
- Exploring and describing similarities, differences and the attributes of things
- Distinguishing between "some" and "all"
- Sorting and matching
- Using and describing something in several ways
- Holding more than one attribute in mind at a time
- Describing characteristics something does not possess or what class it does not belong to

Seriation
- Comparing attributes (longer/shorter, bigger/smaller)
- Arranging several things one after another in a series or pattern and describing the relationships (big/bigger/biggest, red/blue/red/blue)
- Fitting one ordered set of objects to another through trial and error

Number
- Comparing number of things in two sets to determine "more," "fewer," "same amount"
- Arranging two sets of objects in one-to-one correspondence
- Counting objects

Space
- Filling and emptying
- Fitting things together and taking them apart
- Changing the shape and arrangement of objects (folding, twisting, stretching, stacking, enclosing)
- Observing people, things and places from different spatial viewpoints
- Experiencing and describing positions, directions, and distances in the play space, building, and neighborhood
- Interpreting spatial relations in drawings, pictures, and photographs

Time
- Starting and stopping an action on signal
- Experiencing and describing rates of movement
- Experiencing and comparing time intervals
- Anticipating, remembering and describing sequences of events

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Guidelines for Documenting Anecdotes

(1) Date

(2) Context: Beginning
—where/who/when (initials/abbrev.)
Middle
—what happened
—describe child's actions (document child's language in quotes)
End
—outcome (sometimes)

(3) Stick with the *facts*
—paint a picture (not what you assume/think; see below)

(4) Be brief
—but include meaningful detail

Stick With The Facts

Benchmarks

Objective	vs	Subjective
What child can do	vs	What child can not do
Specific	vs	General
Fact	vs	Fiction

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Key Experience Notes

Child _____

Observer _____

*Remember to date all entries

				Logic and Mathematics				
Initiative/ Social Relations	**Creative Representation**	**Music and Movement**	**Language and Literacy**	**Classification**	**Seriation**	**Number**	**Space**	**Time**
3-19 CT, Kenneth took D's hands, dancing around the circle, sang "Douglas is my best friend." 3-25 WT, D worked with Ben to make a "morning exerciser" out of hollow blocks, ran down the ramp sections in stocking feet, said "this strongs up your legs." Made "weight bench" and lifted "weights". 4-2 WT, got Beth to help him get the bus back from Mikey. When Beth told him to tell Mikey how he felt, said "Give it back to me, OK?" 5-4 OT, said, "I have to get a string to make this bow and arrow so I can chase those bad guys out of my secret hideout".	3-2 WT, made a "snow plow" out of mag blocks with "wheels, a place for the driver-guy to get into, and a plow." 5-4 WT, with Leggos, picked the longest one out and said to Callie, "GRRRR, I'm the monster Leggo and I'm going to eat you gone." and knocked her Leggo's over.	3-18 CT, walked to the beat of La Rapsa music. 5-6 OT, dribbled the large playground ball 6 times and then kicked the ball to Beth.	3-2 WT, drew a head on the person he was drawing said "look, I made an 8 and a person." 3-26 At the computer made story about his picture about "the fairy and the princess. The ghost taking her and putting her in the castle filled with hot oil" and how she escaped and "got away from there fast" by riding on a dragon. 4-16 During Clean Up, Becki said "Take the bus, empty the ribbons out and put them away, then drive the bus over to the shelf and park it." and D did. 5-21 RT, D asked Sam how to spell his name and wrote "SAM" when Sam dictated the letters.	3-16 WT, stacked all round crystal climbers together. Picked out red round and square CC's and said "these ones make the best sandwiches." 4-23 During OT, told Chelsea, "Not girls, only boys can be on this bus." 5-7 At ST, told Sam "I took some of the crackers not all of 'em."	4-9 In BA, used big block for the "mom horse", medium block for the "brother horse", and small block for the "baby horse", when he made them "beds."	4-14 Rationally counted 16 ants in Picnic Book during WT.	4-2 OT, told Corrin to first push him "up and back", then "round and round" on the tire swing.	3-31 WT, made a "hotrod" out of blocks. Told Becki "I am going a long way to S. Korea. It's a long way away. It's going to take days to get there.

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Observer's Name:_____

Child's Name:_____

Initiative	Social Relations	Creative Representation
3-23 Clean up, D said to Ben "Come on let's get to work." They put all of the hollow blocks away. 3-25 WT, D worked with Ben to make a "morning exerciser" out of hollow blocks, for 25 minutes. Ran down the ramp sections in stocking feet, and said, "this strongs up your legs." Made "weight bench" and lifted "weights". (SR) 5-4 OT, said, "I have to get a string to make this bow and arrow so I can chase those bad guys out of my secret hideout."	3-19 CT, Kenneth took D's hands, dancing around the circle, sang "Douglas is my best friend." 4-2 WT, got Beth to help him get the bus back from Mikey. When Beth told him to tell Mikey how he felt, said "Give it back to me, OK?" 4-8 During GC, D told Sam about going to the hospital and seeing his "new baby sister Rachel" and picking out a stuffed animal to give her.	3-2 WT, Made a "snow plow" out of mag blocks with "wheels, a place for the driver-guy to get into, and a plow." 5-4 WT, with Leggos, picked the longest one out and said to Callie, "GRRRR, I'm the monster Leggo and I'm going to eat you gone." and knocked her Leggos over.

Observer's Name:_____

Child's Name:_____

Music and Movement	Language and Literacy	Logic and Mathematics
3-18 CT, walked to the beat of La Rapsa music. 5-6 OT, dribbled the large playground ball 6 times and then kicked the ball to Beth.	3-2 WT, drew a head on the "person" he was drawing said"look, I made an 8 and a person". 3-26 At the computer made story about his picture about "the fairy and the princess, the ghost taking her and putting her in the castle filled with hot oil" and how she escaped and "got away from there fast" by riding on a dragon. 4-16 During Cln up, Becki said "Take the bus, empty the ribbons out and put them away, then drive the bus over to the shelf and put them away, then drive the bus over to the shelf and park it". and D did. 5-21 RT, D asked Sam how to spell his name and wrote "SAM" when Sam dictated letters.	3-16 WT, stacked all round crystal climbers together. Picked out red round and square CCs and said "these ones make the best sandwiches." (CR) 3-31 WT, made a "hotrod" out of blocks. Told Becki "I am going a long way to S. Korea. It's a long way away. It's going to take days to get there." 4-2 OT, told Corrin to first push him "up and back", then "round and round" on the tire swing. 4-9 In BA, used big block for the "mom horse", medium block for the "brother horse", and small block for the "baby horse" in order when he made them beds. 4-14 Rationally counted 16 ants in Picnic book during WT. 4-23 During OT, told Chelsea, "Not girls, only boys can be on this bus."

*Becki, Beth, and Sam are adults. All others are children.

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Developing the Singing Voice: Making It Safe for the Learner

Elizabeth B. Carlton
Endorsed Movement Trainer, Assistant Professor/Director Community Music, Catawba College, Salisbury, North Carolina

Phyllis S. Weikart
Associate Professor Emeritus, University of Michigan, Director — Education Through Movement: Building the Foundation which is an associate division of High/Scope Educational Research Foundation, Ypsilanti, Michigan

Children learn to sing just as they learn to speak – through imitation. Since young children come to school exhibiting various stages of vocal development, this session will explore essential concepts that help young singers develop a tuneful singing voice and listening ear. Discover strategies that enable adults to help young singers use movement to sing tunefully, develop tonal memory, and build a repertoire of enjoyable songs.

SESSION 5

Warm-up **"Make New Friends"**

Exploring the Singing Voice

- *Exploring the singing and speaking voice*
  "Sing or Speak:" names, sentences, rhymes, random pitches **A.L.E.#18 & 34**
- *Exploring the broad range of the singing voice*
  1. "Elevator Voice Game" for vocal exploration
  2. Yarn shapes for vocal exploration accompanied with movement
- *Making and matching pitched sounds*
  1. Exploring low, high, middle pitches to match with pitch and movement
     Extension: Pitch puzzles—2-3 different Leader sings or shapes. Learners sing and shape.
  2. Concept song: "I Like to Sing" **E. Carlton A.L.E.#19**
  3. "One, Two, Category" (colors, spelling, rhyming words, etc.)

Developing Melody

- *Imitating 3—and 4—note melody patterns*
  Work with Body Scale to develop the aural-kinesthetic-cognitive link to scale degrees 5,3,6,1
  1. Tone Games: neutral syllable; Leader sings or shapes or uses xylophone, beginning with scale degree 5; Learners sing and shape
  2. "Wee Willie Winkie" short, repetitive melody patterns to lengthen Tone Games
- *Responding to the shape of the melody*

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1. Body Scale: 8 tones, major scale songs
   "I Know a Little Puppy," "Ebenezer Sneezer"
2. Shaping and singing familiar melodies: "Rain, Rain, Go Away" "Twinkle, Twinkle, Little Star," "Bluebird, Bluebird"
3. Responding to the shape of a concept song **Carlton "Melodies"**

- *Singing and shaping phrases and songs*
  "This Old Man," "Row, Row, Row Your Boat," "ABC Jig" (Sharon, Lois, and Bram) Using "Anchor pitch" to begin singing together; ("One, two, ready, sing)

Closure and reflection

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The COR-PC: The Computerized Version of the High/Scope Child Observation Record

Beth Marshall
Consultant, High/Scope Foundation, Ypsilanti, Michigan

A hands-on training session for those interested in using the computerized version of the COR, the COR-PC. Designed for people with little or no computer experience, all aspects of the IBM compatible COR-PC will be covered. Working at individual computer stations, participants will install the COR-PC, add class information, enter and score anecdotes, print out child or classroom summaries and graphs, and make parent reports, all in our own COR-PC lab. We will then look at how to use the COR-PC to facilitate team planning and ongoing evaluation of the classroom environment. Remember, this session is a training session for the COR-PC, not a session on the COR itself.

NOTE: YOU MUST PREREGISTER FOR THIS SESSION, if you have not already. Space is limited, please preregister at the Conference Registration Table for this session. An additional materials fee of $20.00 covers the added costs of the computer facilities and may be credited towards the purchase of the COR-PC software.

Anecdotes to Enter on the COR-PC

1. Outside, put all the large rocks in one pile and all the small rocks in another, telling Stevie, "These ones are still too small."

2. At clean-up time, put all the dress-up clothes back on the hooks without being asked.

3. At greeting circle, told Beth, "My book is a little bit bigger." when really it was the smallest book.

4. At snack, told Becki about going to the grocery store and buying a "surprise secret cake" for her mom's birthday, and about how she made the placemats for the party.

5. At planning, told Beth, "Well, I want to make a bow and arrow, but first I have to find a good stick and then cut the yarn and tape it to the end of it to make it stay on the stick part."

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6. At work time, built a "house" with a "porch, baby room, sidewalk, and window" out of the large hollow blocks.

7. Outside, asked Jaleesa if she wanted to play with her on the tire swing.

8. At work time, patted on her knees to the beat of the Sneaky Snake music she put on the tape recorder.

9. At small group time, counted out 6 pegs from the basket.

10. At work time, told Paul, "That makes me mad!" when he knocked over her block tower.

11. At small group time, made up a story "All about my family." Wrote the words "MOM," "DAD," and "ARVO" in her book.

12. During work time, tried to get her dress-up skirt to stay up, first pulling it way up to her arm pits, then tucking it into her pants, and finally using masking tape and taped it to her shirt (and was successful).

13. Outside, told Sam, "Teacher, she took my bike and I want it back."

14. At work time, painted a picture of a "scary monster" with a "head," "body" and "scary teeth."

15. Zipped up her own coat before she went outside.

16. At work time, in the house area, told Julia, "Not there, look behind that blue dress." to find the yellow lunch box.

17. At work time, picture read the *Are You My Mother?* book to L.J.

18. At work time, told Becki "Teacher, will you come and play with us? You could come and visit our cabin and we'll make you some supper."

19. At work time, threw bean bags up in the air and caught them.

20. Told Sam she wanted "some cheese" but "not any crackers" at snack time.

21. At work time, arranged five crayons on the floor from largest to smallest.

22. At work time, took all the blocks off the shelf, got a blanket and a pillow and put them on the shelf. Climbed on the shelf and said "SHHHH, now I'm going to take a little nap in my bunk bed."

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23. At large group time, told Beth, "I want to sit by Douglas. He's my best friend."

24. Came into school saying in a high voice, "Meow, I am a baby lion and I'm gonna be in your school today." and crawled over to the greeting circle area.

25. Followed Becki's two-part verbal directions to put her hands on her head and then her knees, her ears and then her feet.

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Infants and Toddlers — What *Are* They Doing? A Look at the High/Scope Infant/Toddler Key Experiences

Jackie Post
High/Scope Certified Trainer, Ann Arbor, Michigan

The High/Scope Key Experiences for Infants and Toddlers have been revised and updated to reflect what we see infants and toddlers doing daily in group care settings. This session will explore these key experiences through slides, pictures, descriptions and discussions. You will gain some familiarity with the key experiences through activities and the sharing of anecdotes.

Introduction

The term "key experiences" has been used by High/Scope to characterize those things we see children doing in environments which support their emotional, physical, social and cognitive growth. Key experiences are also present when we are looking at the group under discussion for this workshop, infants and toddlers.

In order to determine what comprises the key experiences for this group of children, we must observe them in these environments, carefully noting what they are doing and recording this information in some way. In the High/Scope educational approach, we speak of recording this information in "anecdotes" - very short stories that illustrate what the child is doing at that moment.

Key Experiences

For each group of key experiences listed and defined below, several anecdotes are given which illustrate those key experiences, giving us a clearer picture of each key experience grouping.

The first four key experiences deal with the infants' and toddlers' social development; how they begin to relate to others and what they find out about themselves, their relationship with others, how they communicate, and their own physical development.

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Social Relationships

How infants and toddlers relate to others, how they express those feelings evolving in these relationships.

There are four key experiences in this group:

- bonding with others
- building relationships with others
- responding to voices, faces, expressions and gestures
- expressing emotions toward others

Kai'Lyn approached Chas at the cubbie area and said, "We having fun today?"

When Ricky fell on the floor, Charlie comforted him by patting his back.

As Kathy (an adult) moves the van out of the driveway so the children can use the driveway for bike riding, Jan (another adult) says, "There she goes! Bye bye!" Jason, sitting on his bike, smiles and waves goodbye to Kathy in the van.

Sense of Self

How infants and toddlers come to distinguish themselves from others and their environment; how they express that knowledge in problem-solving and in their relationships with others and their environment.

There are also four key experiences in this group:

- distinguishing one's self from other people and things
- asserting one's self
- making or expressing choices, preferences and decisions
- solving problems encountered in exploration and play

There was a covered paper cup on the floor near the caregiver. Lizzie crawled toward it. The caregiver moved the cup around in back of her and Lizzie continued to crawl around the caregiver to get to the cup.

At large group time, Aaron wanders around the room, clapping his hands together. He notices himself in the mirror as he goes past, stops and looks at his reflection for a moment, and smiles before moving on.

Kayla says "Mine" as she pulls two blocks away from where another child was attempting to take them, and then adds them to the stack of blocks by her.

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Communication

All the many ways infants and toddlers communicate with others — both for what they need and for the joy of interacting with others.

There are seven key experiences in the communication group:

- listening to sounds, voices, and words
- recognizing and responding to sounds, voices, words, sensations and facial expressions
- communicating with movements, gestures, and facial expressions
- conversing - trying out the "rhythm" of communication
- using language to fulfill needs
- enjoying speaking and being spoken to
- experiencing written words

Marybeth watches everything going on in the room when she is sitting in the high chair at mealtimes.

Micah took a book from the shelf and came over to sit on Jenny's (an adult) lap to be read to.

Lauren winks back when winked at.

When Matt couldn't get his sleeves pulled down by himself he said, "Help."

When taking off shoes after coming in from outside, John asks, "Leave socks on?" June (an adult) says, "Yes, you'd get cold if we take them off." John: "Socks on...cold."

Physical Development

Discovering and experiencing their own physical changes and corresponding changes in capabilities. This includes moving themselves, moving with an object, and also moving to music.

This group contains the following four key experiences:

- moving parts of one's body
- moving one's whole body
- moving with objects
- moving to music

Mitchell rolls very quickly across the floor.

Adults are singing "Row, Row, Row Your Boat," while children are on some of the rocking equipment.

Carl was pushing the popcorn popper push-toy all over the room after lunch.

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The next five key experiences deal with the ways in which infants and toddlers begin to understand their world: how things are related to each other; how some things share characteristics; how to begin to make some order and sense of their surroundings, spatially and temporally.

Exploring Objects: Pre-Representation

How infants and toddlers discover the world of objects and their uses. Some of this discovery occurs through their own direct experience and some by watching and imitating others.

This group contains six key experiences:

- learning about object permanence and constancy
- exploring materials through play (art, building)
- imitating the actions of others
- associating actions with objects (beginning of role play)
- using one object to stand for another
- responding to and identifying pictures, photographs, and models

Matt shared his pacifier with a baby doll.

Foster stacked blocks into a tall tower and then knocked them down.

Henry points to the pictures in his book and names them: "Kittee...duck...".

Exploring Attributes of Objects: Classification

How infants and toddlers develop their investigation of objects and begin to notice similarities and differences.

This group contains four key experiences:

- investigating the attributes of objects with mouths, hands, feet and all the senses
- noticing how things are the same or different
- noticing the color, size and shape of things
- noticing how things go together (groupings)

Matt pointed at a pink shirt and said, "J.J.'s".

Andrea said, "Our spoons are the same." Marcus: "No, they ain't." Andrea: "Why?" Marcus: "'Cuz mine ain't red." [Marcus' spoon was yellow].

At small-group time, Sara rubs her fingertips together that have paint on them after she spreads the paint around on the paper with her fingers.

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Comparing and Counting

How infants and toddlers begin to organize their world in a numerical way, noticing differences in size and quantity.

There are two key experiences in this group:

- making simple comparisons: big/little, more/less, dark/light, etc.
- counting objects as well as counting by rote

Craig took a pizza cutter and cut playdough for all the children at the table at worktime.

The caregiver asks Malcolm "How old are you, Malcolm?" after his group has sung "Happy Birthday" to him. He holds up two fingers. The caregivers say, "Two!"

Time

The development of infants' and toddlers' perceptions about time intervals and the order of events in their day.

There are two key experiences in this group:

- developing awareness of beginnings and endings of time intervals
- anticipating familiar events

A caregiver asks Laura if she's all done eating: "Are you done?" Laura: "Duh [done]."

Jason is holding the train engine and talking to Kathy (an adult). Jason: "There's batteries." Kathy: "Yes, there's batteries in the train today. There weren't batteries in it yesterday."

Space

Infants and toddlers becoming familiar with spatial concepts by using their bodies and senses and through use of materials that allow them to explore spatial relationships.

There are five key experiences in this group:

- learning to locate objects within the environment
- experiencing and noticing spatial relationships
- observing objects and people from different perspectives
- filling and emptying
- fitting things together and taking things apart

At clean up time, the toddlers hang up clothes on the rack in the house area and put the toys on the shelves and in the baskets.

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Molly wanted to read "There's an Alligator Under My Bed." She wanted us to "go under," so we all went under the A-frame play structure to read the story.

Lauren fills a container with balls and then dumps them out.

Summary

The key experiences provide us with a framework for the ordering and organizing of our observations of children. We can then use these observations in our continuing efforts to provide infants and toddlers with an environment that supports their development in a nurturing, balanced manner. This type of environment then ensures them the opportunities to learn about themselves and their world - the people and the objects in it with the best possible support from the adults in their lives.

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High/Scope Goes to Elementary School: Beyond the Basics. . .Way Beyond the Basics Part 2

Judith T. Wagner
Director, The Broadoaks Children's School of Whittier College, Whittier, California

Linda Gonzales
Multi-age Primary Teacher, West Point Elementary, West Point, California

Emphasizing teacher change as developmental process, this advanced session is for trainers and others with experience in primary-grade High/Scope implementation. The session features problem-solving activities to address challenges facing teachers, administrators and trainers in elementary school settings. The session also includes a demonstration of how to use artifacts of children's work for active adult learning in High/Scope workshops for elementary educators.

Notes

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Advanced Training
The New Training Materials: Assessment Part 2

Susan M. Terdan
Senior Consultant, High/Scope Foundation, Ypsilanti, Michigan

Notes

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Celebrating Holidays — The Dilemma of Inclusion

Valeria Erdosi-Mehaffey
Manager of Provider Services, North New Jersey Community Coordinated Child Care, Jersey City, New Jersey

For many, the dilemma of celebrating traditional holidays with young children has become an issue of concern. How can we as educators help children respect and honor the myriad of cultures in our communities if we sanction and observe only the traditions of a homogeneous society? How can we appropriately acknowledge the significant events in children's lives and help them feel included and valued? These and other questions will be discussed as participants evaluate whether holiday celebrations are developmentally meaningful for children.

Notes

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For Further Reading

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Looking at the Whole Versus Snapshots: The Journey to Quality Preschool Programs

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This presentation will provide participants with a vision of the journey to quality preschool programs. Guideposts that will be discussed include setting programming priorities for preschool programs for young students with disabilities and a system for addressing these priorities. The emphasis will be on the "whole" versus "snapshots."

- *All children can learn and the school which they attend can make a difference.*
- *For a school to be called effective, all the children must be successful regardless of the group to which they belong.*
- *We can, whenever and wherever we choose, successfully teach all the children whose schooling is of interest to us. We already know more than we need in order to do this. Whether we do it or not must finally depend on how we feel about the fact that we haven't done it so far.*

Ron Edmonds

Preschool teachers and administrators are constantly making decisions regarding their programs. These decisions are based on either formal or informal evaluations of activities and behaviors observed in the programs. Using the explicit criteria contained in formal evaluation procedures as a basis, better informed decisions may be made; a main objective for evaluation in assessing program effectiveness. Program quality can be assessed by comparing what is observed in a preschool environment to a set of standards for quality. This is one of the major tasks of the Texas Preschool Evaluation Project, a longitudinal study of preschool programs for students with disabilities.

Based on Project findings, statewide priorities for training have been determined and a model for program support was designed to meet the needs of teachers and service delivery providers.

However, it is not enough to simply determine strengths and concerns and set priorities. Care must be taken to look beyond the snapshot in time. Knowing what is needed is only one step in the process. Strategies and application practices are needed to assure that change occurs and the change should occur in the consideration of the "whole". What we know and believe are only a beginning of the journey to quality program development. The actual implementation is a guidepost towards the destination of outcomes.

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Maria: Forming Communities of Inquiry Among Early Childhood Practitioners — Part I

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Professionalism means being able to think critically about our practices, and the assumptions and implicit theories about young children that underlie them. This thinking process is richest when it is communal, collaborative, and ongoing. Included here is an episode from a novel which is designed to lead us together into this kind of critical dialogue.

Owl, the Moon, and the Easter Bunny: Episode 1

Next day Blanche kept her promise, and read the story about an owl who had a conversation with the moon. She read it from a "big book," an oversized version on a large stand which allowed her to sit next to it and turn the pages, while Maria and Irene sat in circle with, as usual, a child each on their laps. In the story, an owl dressed in a suit and derby hat, with his feathers sticking out from under his coat, sat on a rock and held a conversation with the moon. He began by saying, "If I am looking at you, moon, then you must be looking back at me. We must be very good friends." The moon didn't answer, and Owl got up to leave, promising to return another time.

As Owl walked home, he noticed that the moon was following him. He politely protested that this was unnecessary--that it was kind of the moon to light his way, but that it should stay up over the sea, where it "looked so fine." When the moon kept accompanying him, Owl pointed out that his house was too small, the moon would not fit in the door, and that he had nothing to give it for supper. But the moon kept following him, so, thinking that perhaps the moon didn't hear him, Owl climbed to the top of a hill and shouted goodbye. At that point the moon went behind some clouds. "Owl looked and looked. The moon was gone. 'It is always a little sad to say goodbye to a friend', said Owl." He walked the rest of the way home in darkness, and rather sadly got into his pajamas in darkness. But suddenly the moon emerged from behind the clouds, and his bedroom was filled with light. Owl greeted it from his window, then went to sleep as it shone in at the window. The story ended with the words, "Owl did not feel sad at all."

After Blanche finished, there was a short silence. Then Lisa called out, "Blanche, I know. . . I know . . . It's the moon."

Blanche waited, knowing there was a thought not yet expressed. Andrew called out "Teacher, I--", but then Lisa went on. "Yesterday when we were coming home from Aunt Loises and I knew cause in the car the moon was following us." She stopped as abruptly as she had begun, while Andrew finished: "have a hat just like that hat that owl has, my daddy gave it to me and I put it on my teddy bear."

Blanche had to choose one direction, and she chose Lisa. "The moon was

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following you, Lisa?" she said. "How do you know?"

"Because it was going along next to the car," said Lisa.

"Did you talk to the moon, the way Owl did?" asked Blanche.

"No."

"Why not?"

"Because it couldn't hear me. It's too far away."

"Na uh uh!" burst out Tommy, who had been listening intently. "The moon can't hear because it's not alive."

"How do we know?" said Blanche.

"Because it doesn't have a face. It doesn't have a mouth so it can talk."

"But it can see," said Philip. "Because it can shine."

"Can a light see?" Maria asked.

"Yes because it shines . . It can see . . . because of the light of it."

"So," said Blanche, "anything that can see is alive?"

There were yeses and nos from the group.

"How can we tell if something is alive or not?" said Blanche, raising her voice slightly to be heard above the rising excitement. Again, many voices answered at once. Maria struggled to hear the snatches of words and phrases: "Blood! It has to have blood! . . .You can see it . . . It can talk . . . If it moves, cause it knows when it moves! . . ." There were others, but they were lost in the rising chaos of voices.

"What about trees," Blanche said. "Are they alive?"

More fervent yesses and nos, and excited bids to be heard. Blanche called for "one at a time." In the brief calm before she could choose someone who had not yet spoken, Lisa, intensely preoccupied with the issue, interjected: "Trees can hear -- they can hear when the wind goes by and goes 'ssss' and makes shapes. And the leaves feel . . . the shaking. Because they go sssssss . . . like this. Then . . . " She made another sort of noise, this time more with her lips than with her tongue.

"Are you saying," said the teacher Irene, "That the leaves are talking? That that is a kind of talking?"

Before Lisa could answer, Joey, with a broad grin, broke in. "Teacher, I know what the leaves say! Gabba gabba googa gimme gabba googy!" At which almost the whole group broke into laughter. Several children rose, as if lifted from their places like leaves, by the wind of hilarity sweeping the circle. The adults--Blanche, Irene and Maria--traded glances.

Suddenly a huge, two-footed rabbit--so huge it had to duck in order for its ears to fit under the door jamb--skipped into the room. After a split second of disorientation, Maria realized that it was indeed the Easter Bunny on its annual visit. This gigantic creature was, under its synthetic fur anyway, the manager of a local fast food restaurant, who made a few extra dollars at the malls during Christmas and Easter. His daughter Tammy had been enrolled at Arcadia for the last two years.

When the creature entered the room, several children immediately jumped up, ran to it, and began pulling at it or wrestling with it. Others sat where they were, and watched gravely, with apprehension. Louise, who had just that week turned five, was sitting next to Irene. She stared transfixed at the mute rabbit, which entered the circle and began going around extending its hand to children to shake, all the while moving in ungainly little dance steps, like a team mascot. Some children would not take the huge, outstretched paw; others took it with hesitation, as if with difficulty trusting the

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situation; others pumped the paw with delight.

The rabbit reached Louise, and as the huge paw came toward her she burst into tears and shrank into Irene, who took her in her arms to soothe her. The rabbit, paused, nonplussed. Louise was now shaking with sobs, occasionally glancing fearfully up at the creature.

"Perhaps," said Blanche, "if you took off your. . .your head and showed her. . .?" She trailed off, not wanting to pressure the Easter Bunny. But the Bunny complied immediately, raising both paws and lifting the head, with its huge buck teeth and elongated ears, into the air. Underneath was a white male of about thirty-five, with slightly buck teeth himself, and a rather pallid complexion.

"You see?" he said to Louise, "I'm just dressed up. It's just a costume."

Louise was visibly relieved. The fear left her face, and she stared at the man, as if deeply satisfied with this revelation. The others in the group, the adults included, also stared at the pale, small, human head sticking up from inside the great creature's body. Then he put the head back on, and reached his paw down for her hand to take again. When he did so, she looked up into his creature face. Her lip wavered for a tense, what seemed endless moment, then she burst into tears again, and again buried her head in Irene's arms, again glancing up fearfully, with tears. The Easter Bunny ignored this, and moved on. Then it left, jumping and skipping about and waving, as suddenly as it had come. And everyone went to lunch.

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Exercises and Discussion Plans

What Is Alive?

Are the following alive? Why or why not, or can one be sure?

Moss
Bacteria
Water
Cars
Traffic
Electrical systems
Toasters
The planet earth
Computer software
Atoms
Light

How Can You Tell Whether Something Is Alive or Not?

Evaluate these criteria for saying something is alive or not:

It moves
It moves under its own power
It has a face
It eats
It sleeps
It talks
It grows
It dies
It feels
It thinks
It communicates
It reacts

What Can You Be Friends With?

Can you be friends with the following? If so, how do the forms of friendship differ, and how are they the same?

The moon
A car
A stone
A pair of shoes
A book
A movie
A cat
A bird
A house
A piece or region of land
An idea
A piece of music
A painting
A historical period
A group

Can Things Change into Something Else?

Are these changes changes into something else?

Human: animal
Caterpillar: butterfly
Conversation: argument
Friendly man: violent man
Woman: mother
A glass: the same glass broken
A living person: the same person dead
A child: an adult

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Taking Movement and Music into the Classroom

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Elizabeth B. Carlton
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This important concluding session of the movement and music track will serve as a review of and a reflection and discussion on, the concepts and strategies presented during the preceding five sessions. Since movement and music are natural communicators for children, their relevance will be addressed as it affects learning potential in all areas of the curriculum.

SESSION 6

"To do is to understand." What we have experienced will reach personal ownership when each participant understands and can apply the basic concepts in the key experiences. Building foundations in movement and music are essential to the education of the whole child.

Key Experiences in Movement:
- What do you now understand?
- What concepts need clarification?
- What will you implement?
- How will you incorporate these key experiences into your daily routine?

Key Experiences in Music:
- What do you now understand?
- What concepts need clarification?
- What will you implement?
- How will you incorporate these key experiences into your daily routine

Reflections...

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The COR-PC: The Computerized Version of the High/Scope Child Observation Record

Beth Marshall
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A hands-on training session for those interested in using the computerized version of the COR, the COR-PC. Designed for people with little or no computer experience, all aspects of the IBM compatible COR-PC will be covered. Working at individual computer stations, participants will install the COR-PC, add class information, enter and score anecdotes, print out child or classroom summaries and graphs, and make parent reports, all in our own COR-PC lab. We will then look at how to use the COR-PC to facilitate team planning and ongoing evaluation of the classroom environment. Remember, this session is a training session for the COR-PC, not a session on the COR itself.

NOTE: YOU MUST PREREGISTER FOR THIS SESSION, if you have not already. Space is limited, please preregister at the Conference Registration Table for this session. An additional materials fee of $20.00 covers the added costs of the computer facilities and may be credited towards the purchase of the COR-PC software.

Anecdotes to Enter on the COR-PC

1. Outside, put all the large rocks in one pile and all the small rocks in another, telling Stevie, "These ones are still too small."

2. At clean-up time, put all the dress-up clothes back on the hooks without being asked.

3. At greeting circle, told Beth, "My book is a little bit bigger." when really it was the smallest book.

4. At snack, told Becki about going to the grocery store and buying a "surprise secret cake" for her mom's birthday, and about how she made the placemats for the party.

5. At planning, told Beth, "Well, I want to make a bow and arrow, but first I have to find a good stick and then cut the yarn and tape it to the end of it to make it stay on the stick part."

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6. At work time, built a "house" with a "porch, baby room, sidewalk, and window" out of the large hollow blocks.

7. Outside, asked Jaleesa if she wanted to play with her on the tire swing.

8. At work time, patted on her knees to the beat of the Sneaky Snake music she put on the tape recorder.

9. At small group time, counted out 6 pegs from the basket.

10. At work time, told Paul, "That makes me mad!" when he knocked over her block tower.

11. At small group time, made up a story "All about my family." Wrote the words "MOM," "DAD," and "ARVO" in her book.

12. During work time, tried to get her dress-up skirt to stay up, first pulling it way up to her arm pits, then tucking it into her pants, and finally using masking tape and taped it to her shirt (and was successful).

13. Outside, told Sam, "Teacher, she took my bike and I want it back."

14. At work time, painted a picture of a "scary monster" with a "head," "body" and "scary teeth."

15. Zipped up her own coat before she went outside.

16. At work time, in the house area, told Julia, "Not there, look behind that blue dress." to find the yellow lunch box.

17. At work time, picture read the *Are You My Mother?* book to L.J.

18. At work time, told Becki "Teacher, will you come and play with us? You could come and visit our cabin and we'll make you some supper."

19. At work time, threw bean bags up in the air and caught them.

20. Told Sam she wanted "some cheese" but "not any crackers" at snack time.

21. At work time, arranged five crayons on the floor from largest to smallest.

22. At work time, took all the blocks off the shelf, got a blanket and a pillow and put them on the shelf. Climbed on the shelf and said "SHHHH, now I'm going to take a little nap in my bunk bed."

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23. At large group time, told Beth, "I want to sit by Douglas. He's my best friend."

24. Came into school saying in a high voice, "Meow, I am a baby lion and I'm gonna be in your school today." and crawled over to the greeting circle area.

25. Followed Becki's two-part verbal directions to put her hands on her head and then her knees, her ears and then her feet.

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The Problem Solving Approach to Conflict Part 1

Betsy Evans
Director, The Giving Tree, Gill, Massachusetts

Helping Children Resolve Disputes and Conflicts

Extensions Newsletter, May/June 1992

Alice and Sam are playing in the playhouse. They are dressing up and at the same moment they reach for the only colorful scarf. They tug back and forth, yelling, "I got it first! Give it to me!"

Emma and Joe are in the block corner building a dinosaur house together. Joe accidentally knocks down a section of the building. Emma pushes him and angrily yells, "Get out!"

Adults working in early childhood programs see many conflict situations like these. These incidents often create feelings of frustration and failure for both children and adults. Many times it isn't clear what has happened, who is responsible, or how the problem can be resolved. The feelings of everyone involved are often strong and confused. Yet these are very important occasions for learning.

Teachers and caregivers in High/ Scope centers and classrooms can turn disputes and conflicts into positive experiences by understanding the **developmental needs** of young children, using **preventive management strategies,** and engaging the child in a **conflict resolution process.** By settling disputes with their peers, children gain an understanding of how to respect the needs of others while meeting their own needs. They learn that there is often more than one "right" side in a dispute, that feelings are important, and that there are many possible "win-win" solutions to conflicts.

Understanding Developmental Needs

When we engage in problem solving and conflict resolution with young children, it is important to keep their developmental needs in mind. First, **young children are very egocentric** (self-centered), which makes it difficult for them to understand the needs of others. Young children are not being "bad" or selfish when they ignore another child's rights or needs—it is simply very difficult for them to look beyond themselves. Since the child who is having a dispute with another child often isn't aware of the other child's point of view, it's important for adults in such situations to **acknowledge and talk about what each child is feeling.**

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A second developmental characteristic of young children is that they are at an important stage in developing independence. They are just beginning to develop relationships outside their families and to explore the world as independent people. As a result, they often need to feel in control and have their independence affirmed. When children are upset, helping them recognize their own feelings (and those of others involved in the situation) can contribute to their sense of being in control—this is another reason adults should talk about the feelings of each child in a conflict. Another way for the adult to affirm the child's independence and sense of control is to **engage the child as an active participant in the problem-solving process.** Statements like "Let's try to solve this problem together" encourage each child involved in a dispute to take an active role in resolving it.

A third characteristic of young children that affects their ability to resolve conflicts is their tendency to think concretely. We know that children of preschool age are unable to deal with abstractions: *they learn best when information is concrete and specific.* So, in helping to resolve a conflict between children, avoid general statements like "You must learn to share." Instead, **give children specific information** that will help them work out the details of sharing.

We've outlined several general principles to follow in working with young children in conflict situations. Now let's see how an adult applied these principles in the example that opens this article. Alice and Sam were fighting over a scarf they both wanted. In responding, the adult spoke to the children in a calm, matter-of-fact tone: "Alice and Sam, I can see that you both really want to use the scarf. It is hard when there are not enough scarves for both of you. Let's think of some ways that we can solve this problem." This kind of approach helps to calm all the parties in a conflict and makes shared problem solving possible. Note that the adult started by **recognizing the feelings and desires** of both Alice and Sam in **specific** terms. She then gave a clear message that **they could work together to solve the problem.** Then, in moving toward a solution, the adult was again careful to be specific: 'Sam, Alice says she would like to wear the scarf for five minutes. Would you like to use the sand timer so that you will know when her five minutes are over?"

Preventive Management Strategies

In the example of Alice and Sam, the adult intervened skillfully in the children's dispute. But this incident might have been prevented if more colorful scarves had been available. Providing extra sets of similar materials in each area of the classroom or center is a good example of a strategy adults can use to prevent conflicts—there are many others. Some general principles of **preventive management** are listed below:

- Keep expectations for behavior developmentally appropriate. Respect and plan for children's different abilities, interests, and pacing levels.

- Have many choices for play available. Materials should be plentiful, and it should be easy for children to get them out and put them away.

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- Set clear limits for children's behavior. Use them consistently and give reasons why the limits are important.

- Establish a consistent daily routine and communicate it clearly, using pictures or drawings to make the segments concrete.

- Model respectful ways of interacting with others and using materials. The behaviors you model are the easiest ones for children to learn.

- Plan for transitions. Keep them short or make them playful.

When these types of preventive management strategies are in place, children will be more focused and purposeful in their play and there will be fewer disputes and conflicts. Nevertheless, conflict will not disappear.

Following are steps you can take to help children settle disputes whenever they arise. The steps have been adapted for young children from the conflict resolution literature (see references, p. 4), incorporating the child development principles described earlier. To illustrate each step, we will refer again to the opening example of Emma and Joe.

Steps in Resolving Conflicts

1. **Approach the situation calmly**—observing what is happening and preparing yourself for a *positive* outcome.

2. **Give recognition to children's feelings and gather information.** Describe the feelings you see; then ask open-ended questions, directing your questions to one child, then another, while listening carefully for details:

   "Emma, you sound very angry with Joe, and Joe, you look quite sad. Let's try to solve this problem together so that you can continue to build your dinosaur house. Can you tell me what happened, Joe?"

3. **Restate the problem** according to what the children say. Ask questions that may further clarify the problem:

   "Joe, you feel that Emma is being mean, and Emma, you don't want Joe to build because he is knocking down the building. Is that right?... Do you both want to keep building here?" (Emma and Joe nod their heads to both questions.

4. ***Ask for ideas for solutions.*** *Be prepared to give suggestions:*

   "If you both want to continue building, what do you think we should do now? How can we work this out?"

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Emma says, "I want to build this part by myself. Joe can build over there."

Joe says excitedly, "Hey, I can build the dinosaurs a swimming pool!"

Emma says, "Yeah!"

The adult suggests, "Joe, if you build your part farther from the wall, it will be easier for other children to walk by it without knocking it down. Emma, it is easier for Joe to understand what you need when you ***talk*** *to him rather than push him."*

5. **Restate the suggested solution(s) and ask for a decision:**

   "Emma and Joe, it seems that you both want to play here, and that you each want to build separate parts of the dinosaur house. Is that right?" Emma and Joe both say yes and begin to build.

6. **Encourage children to complete the process:**

   "Emma and Joe, you both had ideas for solving your problem together! I'd like to see the dinosaur house when it is finished."

7. **Be prepared to give follow-up support.** Sometimes solutions need clarifying as the children begin to play again:

   The adult stations herself nearby as Joe and Emma start to play. Soon they are arguing over the building space. The adult places a line of tape across the block corner so it is clear whose space is whose.

Effective Mediation

1. Evan goes to the playhouse and takes the spoon that Collin and Trevor have been using. They find Evan at the stage and ask for it back. He says no. They ask a teacher for help and they all go to talk to Evan. Evan, and then Collin and Trevor, explain that they want the spoon. Another child steps in the middle and says, "I think they should share."

   The teacher asks: "How do you think they can do that?

   Trevor says, "I know. We'll use it for a minute, then bring it right back."

   Evan says, "No."

   Collin says, "But we were using it to make applesauce."

   The teacher says, "Evan, it seems that there are two ways we can solve this. Trevor and Collin can take the spoon for a minute and bring it back, as Trevor

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suggested, or you can use it for a minute and bring it to them."

Evan says, "No, I think they should bring their stuff for applesauce *here* and make it."

Collin and Trevor say, "Yeah! Let's do that!" They quickly go to get their applesauce-making things.

The teacher says to Evan, "You thought of a way to solve the problem for everyone!" Evan smiles.

***

2. Sara and Mei Mei complain to the teacher, "Josh and Shakeel are bothering us through the window in the playhouse.

   Josh squeezed my arm and Shakeel hit Mei Mei."

   "What did you do?" asks the teacher.

   Sara answers, "We told them to stop, but they didn't."

   "Did they hurt you again?" the teacher questions.

   "No... but they kept peeking!" Sara says.

   "Did you ask them to stop *peeking*?" the teacher asks.

   Sara doesn't answer. She and Mei Mei go back and tell the two boys to stop peeking. Josh and Shakeel look up from their building and listen. They go back to building and don't bother the girls again.

Levels of Mediation

It's not always necessary for adults to mediate conflicts directly; some children are able to solve problems more independently than others. Below we describe three different levels of support adults can offer to children who are resolving conflicts.

Level 1. Work directly with all the children who are involved in a dispute, mediating in a way that is developmentally appropriate and supportive of all children involved.

Level 2. Listen to one child describe a conflict with another child. Ask questions and offer suggestions that support the child in solving the problem independently.

Level 3. Position yourself near a conflict, but let children settle it without your intervention. Your presence alone may provide enough support.

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Teaching to Howard Gardner's Seven Intelligences in K-3 Classrooms

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Each child in your classroom comes to you with a different profile of strengths (intelligences). Learn to identify and build on these strengths by providing a variety of activities which facilitate High/Scope's key experiences through different learning styles.

A Theory of Multiple Intelligence

Howard Gardner, in his book *The Seven Frames of Mind,* (1983) suggests that humans are capable of a set of different and often unrelated intellectual capacities or "intelligences." He defines an intelligence as "the ability to solve problems, or to create products, that are valued within one of more cultural settings." He argues that everybody possesses at least seven intelligences, most of which have been overlooked in our testing society, and that each person's blend of competencies produces a unique cognitive profile.

Our schools have traditionally valued linguistic and logical-mathematical intelligences, with testing and placement in programs dependent on these two alone. Gardner argues that all seven are equally important and should be supported to the same extent in our schools. The seven intelligences he describes are:

- *Linguistic:* a sensitivity to the meaning and order among words, to the sounds, rhythms, inflections, and meters of words; a sensitivity to the different functions of words.
- *Musical:* the ability to perceive and create pitch patterns and rhythmic patterns.
- *Logical-mathematical:* the ability to handle skillfully long chains of reasoning.
- *Spatial:* the ability to find one's way around an environment, to form mental images and to transform them readily.
- *Bodily-kinesthetic:* the ability to use one's body in highly differentiated and skilled ways, for expressive as well as goal-oriented purposes.
- *Interpersonal:* the ability to understand others, how they feel, what motivates them, how they interact with one another.
- *Intrapersonal:* the individual's ability to be acquainted with himself or herself, to have a developed sense of identity.

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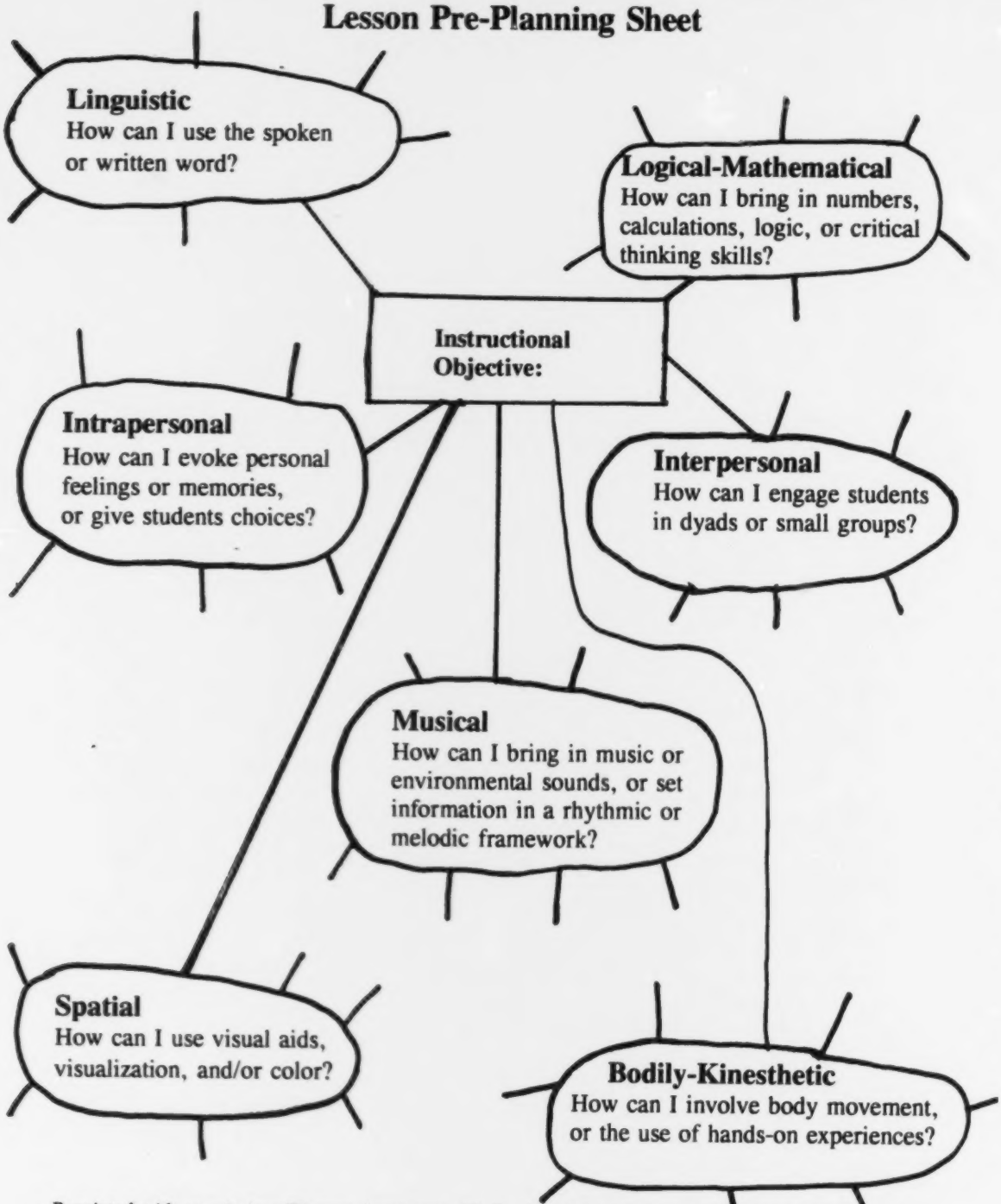
Lesson Pre-Planning Sheet


Linguistic
How can I use the spoken or written word?
Logical-Mathematical
How can I bring in numbers, calculations, logic, or critical thinking skills?
Instructional Objective:
Intrapersonal
How can I evoke personal feelings or memories, or give students choices?
Interpersonal
How can I engage students in dyads or small groups?
Musical
How can I bring in music or environmental sounds, or set information in a rhythmic or melodic framework?
Spatial
How can I use visual aids, visualization, and/or color?
Bodily-Kinesthetic
How can I involve body movement, or the use of hands-on experiences?

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"Seven Ways of Teaching" Summary Chart

	Teaching Activities (examples)	Teaching Materials (examples)	Instructional Strategies
Linguistic	lectures, discussions, word games, storytelling, choral reading, journal writing etc.	books, tape-recorders, typewriters, stamp sets, books on tape, etc.	read about it, write about it, talk about it, listen to it
Logical-Mathematical	brain teasers, problem-solving, science experiments, mental calculation, number games, critical thinking etc.	calculators, math manipulatives, science equipment, math games etc.	quantify it, think critically about it, conceptualize it
Spatial	visual presentations, art activities, imagination games, mind-mapping, metaphor, visualization, etc.	graphs, maps, video, Lego sets, art materials, optical illusions, cameras, picture library etc.	see it, draw it, visualize it, colorize it, mind-map it
Bodily-Kinesthetic	hands-on learning, drama, dance, sports that teach, tactile activities, relaxation exercises etc.	building tools, clay, sports equipment, manipulatives, tactile learning resources etc.	build it, act it out, touch it, get a "gut feeling" of it, dance it
Musical	super learning, rapping, songs that teach	tape recorder, tape collection, musical instruments	sing it, rap it, listen to it
Interpersonal	cooperative learning, peer tutoring, community involvement, social gatherings, simulations etc.	board games, party supplies, props for role plays etc.	teach it, collaborate on it, interact with respect to it
Intrapersonal	individualized instruction, independent study, options in course of study, self-esteem building etc.	self-checking materials, journals, materials for projects etc.	connect it to your personal life, make choices with regard to it

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	Computer Software (examples)	Homework Options (examples)	Getting Students Attention
Linguistic	word processors, desktop publishing, reading skills software	written report, oral report	speaking more loudly; writing on the board
Logical-Mathematical	computer programming languages (e.g. LOGO), science software, math skills software	computer program, statistical presentation, experiment	timing the interruption and putting data on the board
Spatial	draw and paint programs, CAD, visual thinking games (e.g. chess)	photo essay, mind-map, videotape	flicking the lights; putting visual symbol on the board
Bodily-Kinesthetic	arcade games, hands-on interactive software, virtual reality	hands-on project; on-site demonstration	touching students on the shoulder; using hand signal
Musical	music literacy programs, composition software, MIDI	musical performance, discography	clapping rhythmic refrain, using piano chord
Interpersonal	electronic bulletin boards, interactive software	group project, peer tutoring,	whispering instructions to be passed on
Intrapersonal	simulations, self-paced software	scrapbook, journal, self-designed project	waiting for students to take responsibility

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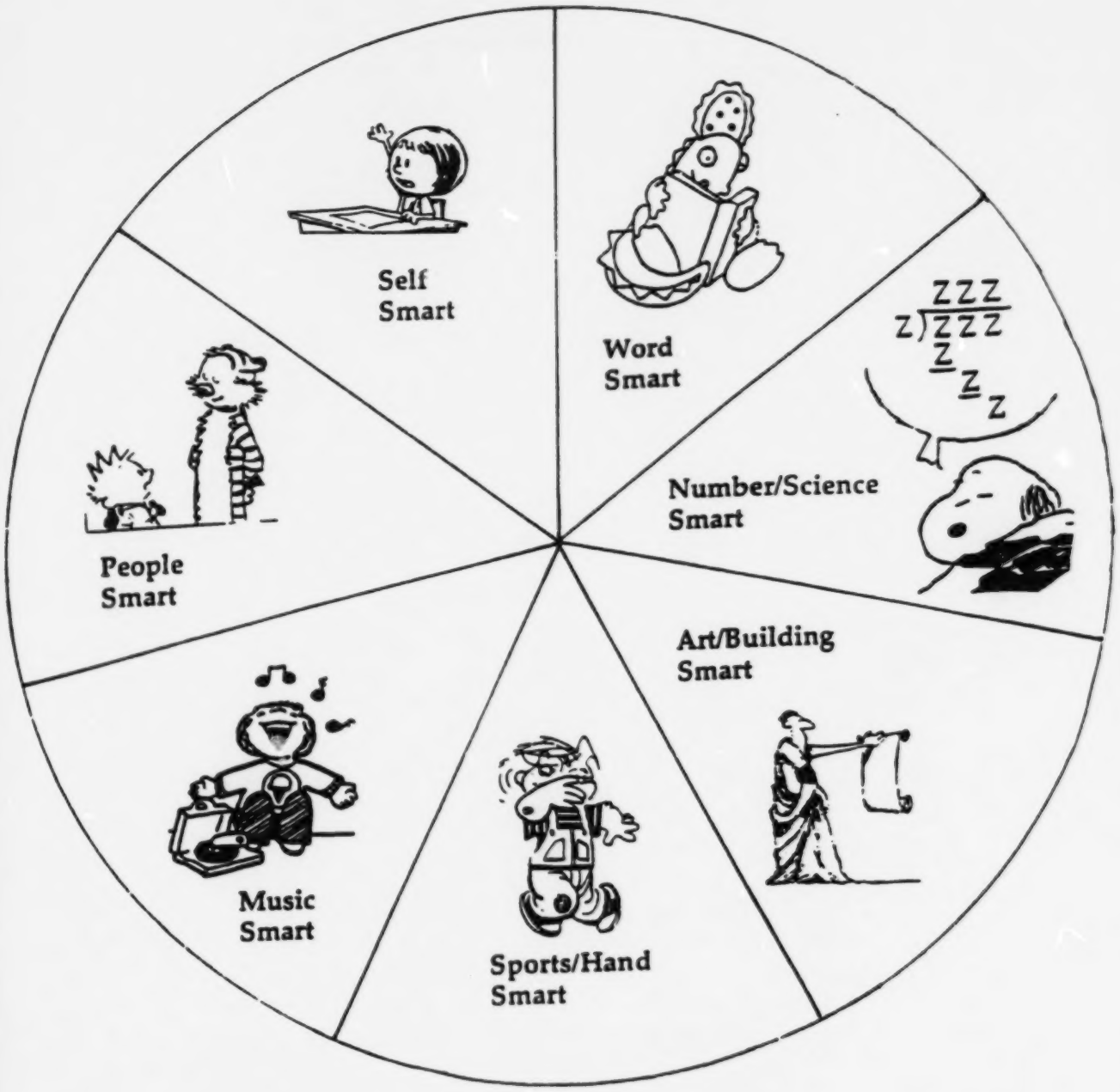
Multiple Intelligences Pizza



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The New High/Scope COR for Ages 5–8: An Opportunity for Input

Larry Schweinhart
Chair, Research Division, High/Scope Foundation, Ypsilanti, Michigan

The new High/Scope Child Observation Record for Ages 5–8 is an upward extension and expansion of the existing High/Scope COR for Ages 2½–6. We are developing the new version this year and plan to assess its reliability and validity next year. Come preview the draft version of the new instrument and suggest changes based on your experience with children and/or with existing High/Scope COR.

Notes

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Using the Discussion Approach to Support Active Learning in Today's College/University Classrooms

Rosemary A. Waldron
Professor, St. Clair College, Amherstburg, Ontario, Canada

Today's college/university students are different than yesterday's. The teaching-learning model that might once have been effective, just does not seem to work for today's learner. By using the Harvard Business School's *Education for Judgement,* (Christensen, Garvin & Sweet, 1991), we will explore ways to promote active learning in and out of the college/university classroom. The workshop will appeal to fellow faculty who are looking for other ways to excite and empower their early childhood education students.

Some Differences Between the Discussion Approach and the Traditional Lecture Approach Used in Post-Secondary Education

	Discussion Approach		Traditional Lecture Approach
(1)	The teacher as facilitator, guide and coach; the core concept is learning.	(1)	The teacher as teller; the core concept is teaching.
(2)	The primary goals are the development of clinical judgement and the formation of critical skills by immersing students in learning opportunities.	(2)	The primary goal is the transfer of knowledge, in the form of information from the teacher (expert) to the students (novices).
(3)	Together the teacher and students manage the content and process of the class.	(3)	The teacher controls the syllabus, pace, sequencing and mode of presentation.
(4)	Assumes students learn when they have experiences in which they have an interest.	(4)	Assumes students can assimilate and retain information independent of its use.
(5)	Students are engaged and interested.	(5)	Students are often bored.

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(6)	An interchange; learning as a shared activity.	(6)	A monologue; the teacher talks and students listen.
(7)	Promotes life long learning.	(7)	Ends with the termination of the flow of information.
(8)	The teacher's attention to content, classroom climate, group process and the needs, interests and backgrounds of the students ensures a successful class.	(8)	The teacher's mastery of content ensures a successful.
(9)	The approach is consistent with the teachings of Dewey, Piaget, Whitehead, and Rogers, but few practical exist.	(9)	The approach has been practiced for centuries and many models exist.
(10)	Numerous political and institutional barriers exist to prevent its use.	(10)	Few political and institutional barriers exist to prevent its use.
(11)	Risky from the student's perspective, as it requires a change in roles and responsibilities.	(11)	Familiar and therefore it feels safe.

Source: Christensen, R., Garvin, D. and Sweet, A., *Education for Judgement — The Artistry of Discussion Leadership*, Harvard Business School Press, 1991.

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Making Planning Concrete for Children With Special Needs

Kathleen Carothers
Preschool Specialist, Region XII Education Service Center, Waco, Texas

Learn how to integrate communication devices and symbolic language systems into the High/Scope preschool planning time. A review of various communication devices available on the market will be presented as well as a hands-on activity developing a picture symbol planning board.

Resources for Adaptive Devices

AbleNet, Inc.
1081 10th Avenue SE
Minneapolis, MN 55414
(800) 322-0956

Adam Lab
33500 Van Born Road
Wayne, MI 48184
(313) 467-1610

Adaptive Aids
P.O. Box 57640
Tucson, AZ 85732
(800) 233-5369 Ext. 357

Adaptive Communication Systems, Inc.
1400 Lee Drive
Coraopolis, PA 15108
(412) 264-2288

Creative Switch Industries
P.O. Box 5256
Des Moines, IA 50306
(515) 287-5748

Crestwood Company
6625 North Sidney Place
Milwaukee, WI 53209-3259
(414) 352-5678

Don Johnston Developmental Equipment
P.O. Box 639
1000 Rand Rd., Bldg. 115
Wauconda, IL 60084-0639

Dunamis, Inc.
3620 Hwy 317
Suwanee, GA 30174
(800) 828-2443

Innocomp
33195 Wagon Wheel Dr.
Solon, OH 44139
(216) 248-6206

InvoTek, Inc.
700 W 20th St.
Engineering Research Center
Fayetteville, AR 72701
(501) 575-7227

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Kapable Kids
P.O. Box 250
Bohemia, NY 11716
(800) 356-1564

Luminaud, Inc.
8688 Tyler Blvd.
Mentor, OH 44060
(216) 255-9082

Mayer-Johnson Co.
P.O. Box 1579
Solana Beach, CA 92075-1579
(619) 481-2489

Prentke Romich Co.
1022 Heyl Road
Wooster, OH 44691
(800) 262-1984

R.E.A.C.H.
890 Hearthstone Drive
Stone Mountain, GA 30083
(404) 292-8933

Sentient Systems Technology, Inc.
5001 Baum Blvd.
Pittsburgh, PA 15213
(800) 344-1557

Southeast Augumentative Communication
2430 11th Avenue North
Birmingham, AL 35234

SWITCHWORKS
P.O. Box 64764
Baton Rouge, LA 70896
(504) 925-8926

TASH, Inc.
70 Gibson Drive, Unit
Markham, Ontario, Canada L3R 2Z3
(416) 475-2212

Toys for Special Children, Inc.
385 Warburton Avenue
Hastings-on-Hudson, NY 10706
(914) 478-0960

Unicorn Engineering, Inc.
5221 Central Ave. Suite 205
Richmond, CA 94804
(510) 528-0670

Words+, Inc.
P.O. Box 1229
Lancaster, CA 93584
(800) 949-8331

Zygo Industries
P.O. Box 1008
Portland, Or 97207-1008
(503) 684-6006

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Supporting Parents of Infants and Toddlers

Julie Franconi
High/Scope Field Consultant, Grand Rapids, Michigan,

Research indicates that effective programs for all children include a meaningful parent component. Regardless of the number of hours that infants and toddlers spend in a caregiving environment, it is critical to support the role of the parent as the most important lifelong relationship in a child's life. Building strong, positive partnerships with parents, fostering their sense of competence, and strengthening the parent-child relationship are part of quality caregiving.

Caregivers can create positive partnerships with parents in the following ways: Communicating daily with parents; parent involvement in the "life" of the caregiving environment; resolving conflicts; and sharing important developmental information with parents.

Communicating Daily with Parents

- Keep a journal with entries from both caregiver and parent about a child's routine, interests, pertinent information on health, habits, concerns, sleeping, and feeding.
- Share with parents, in a note, about the child's daily routine in the caregiving environment.
- Share information about a child's particular interests, and how to extend that interest at home. For instance, perhaps Natalie enjoys filling a bucket full of "beads" at the center and emptying it. Suggest ways in which parents might allow her to do the same with things found at home, like plastic bowls and yogurt cup lids.
- Keep a parents' bulletin board with current events for families within the community, quick recipes, and child-rearing tips.
- Talk with parents before making decisions about changes in their child's routine such as moving from a crib to a cot, drinking from a cup, and toilet learning. Find out how they feel about such changes and the timeliness of the changes.
- Find out about the interests of the families of the babies in care.

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Finding Ways for Parents to Participate in the Life of the Caregiving Environment

- Have parents include their personal culture in the daily activities of the center. Have them cook a special dish that their family enjoys. Have parents provide photographs of their families for individual, laminated family picture books to share with the babies.

- Invite parents to explore the classroom after hours with their child. Provide a time when parents can read to, paint with, and play with their chid unhurried.

- Use parents interests and expertise to enhance center life. Mr. Jones may be a contractor who is willing to share advice and manpower to install playground equipment. Mrs. Miller might be an accomplished guitarist who would be willing to tape some songs for the classroom.

- Provide workshops for parents on topics that they choose from a survey based on common interests that you have observed through communicating with parents. Examples are Separation and Biting.

- Create a parent advisory board to communicate ideas and needs with direct[illegible] and staff.

- Provide a library of information concerning parenting and child development.

- Provide spaces for parents to interact with each other or with their children. A secluded area with rockers for nursing mothers, or parents who would like to rock their babies or spend quiet time would be welcomed by most parents.

- Encourage parents to visit the center often.

Resolving Conflict

- Conflicts with parents sometimes occur between caregiving staff and parents.

- Remember that the goal is always the well-being of the child.

- Communicate openly with parents. Listen carefully to what they have to say. Try to understand their point of view.

- Help parents to understand the issue from your perspective.

- Remember your own "filters" concerning the situation. Take into account your own thoughts about child-rearing. Think about your own culture, and how you feel about caring for other people's children, and your thoughts about families in general.

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- Enlist the ear of an objective observer, such as the director of your center.
- Decide how to resolve the situation together.

Sharing Developmental Information

- Have regular conferences with parents.
- Focus on the child's strengths through the Key Experiences for Infants and Toddlers.
- Share your favorite anecdotes about the child.
- Show parents how they might extend the child's activities at home.

For Further Information

Dodge, Diane Trister, Amy Laura Dombro, and Derry Gosselin Koralek. Caring for Infants and Toddlers, Vol. 11. Washington, D.C. Teaching Strategies, 1991. pp. 213-268.

Evans, Judith, and Ellen Ilfeld. Good Beginnings. Ypsilanti, MI. High/Scope Press, 1982.

Frede, Ellen. Getting Involved, Workshops for Parents. Ypsilanti, MI. High/Scope Press, 1984.

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Sights and Sounds of Children
A Look at Early Childhood Settings in Greece

Shannon Lockhart
Research Assistant, High/Scope Foundation, Ypsilanti, Michigan

What are early childhood settings like in Greece? This 45 minute tape shows two types of typical settings (a preschool and a child care center) that serve 4-year-old children in Greece. You will see children engaging in such activities as making flowers, learning about doctors, acting out a musical play, making gifts for Mother's Day, etc.).

The High/Scope International Videotaping Series

Three videotapes of early childhood settings from the NEW *High/Scope International Videotaping Series* are featured. These videotapes have been produced in connection with the IEA Preprimary Project, an international study examining the nature, quality, and effects of the experiences of children prior to entrance into formal schooling. The project consists of 15 participating countries and is conducted in three phases. Phase 1 identifies the different types of early childhood care and education settings parents choose for their children prior to entrance to school. Phase 2 examines the experiences of 4-year-old children in the settings identified in Phase 1 and the relationship between children's developmental status and their experiences in these settings. Phase 3 assesses the effects of experiences in the various settings on the development of the same children at age 7.

As a part of this project, the international videotapes represent what actually happens in early childhood settings in the various countries involved in the IEA Preprimary Project. Each country chose typical settings (i.e., preschools, child care centers, family day care homes, etc.), in which their 4-year-old children are commonly cared for.

The following is a list of other uses for the videotapes:

- Observing children's behaviors in different countries
- Viewing different teaching styles in other countries
- Observing adult/child interactions in different types of activities
- Training teachers and students in multicultural early childhood education
- Helping teachers who work with children from other countries by providing examples for teachers to incorporate similar experiences and activities into their settings

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- Providing a cross-national context within which to view early childhood education in the United States
- Compare findings to actual observations of children's activities, the adult's behavior and degree of involvement with children, and how the adult organizes or structures the children's time or daily routines within these different types of settings
- Provides knowledge of available early childhood services to families and description of each country's present caretaking situation
- Viewers will see how facilities, materials, and program philosophies not only vary from country to country but from setting to setting
- Provides a critical view of settings' practices for each country
- Provides an objective view of what typically happens in early childhood settings in each country
- Provides a tool for learning observation skills
- Provides education professors with an international curriculum for teaching students

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Maria: Forming Communities of Inquiry Among Early Childhood Practitioners — Part II

David Kennedy
Associate Professor, Early Childhood Education, Western Carolina University
Cullowhee, North Carolina

Professionalism means being able to think critically about our practices, and the assumptions and implicit theories about young children that underlie them. This thinking process is richest when it is communal, collaborative, and ongoing. Included here is an episode from a novel which is designed to lead us together into this kind of critical dialogue.

Owl, the Moon, and the Easter Bunny: Episode 2

At staff meeting, Irene Blanche and Maria told the rest of the staff about circle time. When they came to Tommy's comment about the moon not being alive because it didn't have a face, Stanley reacted. "Frankly," he said "it looks like Tommy knows better, but does he? How do we know what his criteria for something being alive are? According to those criteria, all those walking manikins at Disney World are alive, aren't they?"

Helen, said, carefully, "Well, is it not the case that these children are confusing the psychological and the physical? Because they see something move, they assume that it thinks and feels."

"How do you know it's not **us** who're confused?" Stanley retorted. "After all, perception itself is a form of affection and being moved, isn't it? And life **is** movement. I mean, things that are alive move! So if something is moving, then it's probably perceiving. How do you know it isn't? How **do** you know that there is not some form of extremely, from our point of view, rudimentary form of sensation, of perception, happening in the leaves?"

"Yeah, I think I agree," said Maria. "What **is** the difference between the psychological and the physical? Isn't it just something people happen to agree on, and different people can agree on different relations? Why this big split anyway? It's completely arbitrary, based on the most superficial evidence, what's alive and what's not."

"No but wait a minute," Irene said. "Let's go back to what Stanley said about leaves for a minute. You mean you have this sort of chain, or ladder of awareness? Rocks have a little, plants have a little more, animals have more, and children--like, children are lower on the chain, right? Children are little animals, or not quite animals and not quite humans, sort of in-between?"

"Then there are women," said Mary, "and then men, of course."

"And then angels!" said Maria "Don't forget the angels!"

There was laughter, some of it nervous.

Stanley, who had not laughed, said, "Well, what's the alternative? All we so-

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called "grownups," with our artificial sundering of the world of mind and the world of matter? I agree with Maria that the line between the two is a socially defined one. We are matter, and we have a **within** as well as a **without**. Who's to judge that all matter doesn't have a within as well as a without? This sharp division we make between mentality and nature has no ground in fundamental observation. Kids are not fooled by this. They observe more fundamentally than adults do. What we refer to as their naivete is actually our own chauvinism, our own adultism."

"Oh Stanley!" said Mary. "How Romantic! Come on! I haven't seen you going around talking to trees and lampposts lately."

"No, you come on," said Stanley, heatedly. "What do you or I really know about what a tree might know? I mean, how arrogant, to assume we know what a tree knows!"

"But," said Blanche reflectively, "isn't it all just given? I mean there's nothing to work at or figure out. It's just obvious, isn't it?"

"What are these kids doing, then?" said Irene, surprised to find herself arguing for a point Stanley was making. "It doesn't seem to obvious to them."

"It wouldn't be so obvious to us either, if we weren't such automatons," said Stanley. "The mind matter split--and the self-other too, if you want to know--seems to be given in nature, but on the other hand, think about it! It's constantly being undermined by our experience. If we really listen the world is always addressing us, and it's not just people with human speech, or just animals which address us. Just being alive is being addressed."

"It's just that we can't hear or listen to everything," said Helen. "It's too inefficient. We'd always be falling into holes while gazing at the stars."

"But it's not just that," said Stanley. "It's that we're told there's nothing to listen to, nothing to hear. That nothing is being said."

"Oh Stanley," said Blanche, "you make everything sound like a plot by the CIA or something."

"Yeah," said Irene. Nobody tells us, it just happens."

"It just happens in **this** culture, in this time. For us, learning, growing up, is **expected** to be a disenchantment, a de-animation of everything except people, and maybe animals, **if** we decide to be nice, and let them be anything more than biological machines. That's our myth. But let's not fool ourselves into thinking it's some kind of final truth. It's an impoverishment of meaning, if anything. Adults downgrade nature from a you to an it."

"But it just happens!" said Mary. "It's not like we're going around telling them anything. After a while, kids start to notice that things they say you to don't answer back, so they start treating them as its. It would happen on any desert island. It's just the way the world is!"

"But how do you know," said Maria, "that what you say is the way the world is isn't just the way we've made it? The fact that it appears as just plain common sense doesn't mean it's not socially constructed. In fact maybe even more so!"

"Oh brother!" said Virginia, who had not spoken for awhile. "I feel like I'm back in that philosophy class I failed."

But Mary was not done. "So we should take children as our models? Is this inner child stuff, or what?"

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"I'm not saying we should anything," said Stanley. "I'm just pointing out that it's adultist to see young children's understanding of the world as a lower form of consciousness. The fact that it's not as efficient doesn't necessarily mean it's lower."

There was a silence. Then Blanche said to Helen, in a small child's voice, "Teacher, can we go outside yet?" Everyone laughed, and the meeting broke up.

Exercises and Discussion Plans

The Psychological and the Physical

Which is psychological and which is physical?

A toothache
A pregnancy
A text
A windy day
A rainy day
A sunny day
A murder
A terminal illness
A birth
A work of art

Mind and Matter

Which is mind, which is matter, and which are you not sure of?

A dream
A book
A movie
An interactive computer program
A bat's behavior
The motion of the sea
Weather patterns
A worm on a hook

You and it

Can the following be you, it, both, or neither?

A stranger on the street
Your reflection in the mirror
A tree
A ladybug
A fly
A horse
A caged bird
A free bird
A house
A mountain
A policeman
A ideological antagonist
A political assassin
A corpse
A person in a sex magazine centerfold
An enemy in war

The Great Chain of Being

Place the following on the Great Chain of Being

Worms
The planet earth
Atoms
Children
Women
Men
Dogs
Raccoons
Serial sex murderers
The solar system
The Milky Way

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Angels
Give two reasons for the existence of angels
Give two reasons against the existence of angels
If there are angels, how would they be the same as humans?
If there were angels, how would they be different from humans?
Draw an angel
Recount or make up an angel story

Grownups and Children
How are grownups different from or the same as children?
Grownups are not children
Grownups are still children
Grownups are larger than children
Grownups are more self-assured than children
Grownups are more competent than children
Grownups are less dependent than children
Grownups know more than children
Grownups know less than children
Grownups can do more than children
Grownups are more able to control their emotions than children
Grownups know the difference between appearance and reality more than children

Given in Nature: The Way the World Is
Are the following given in nature?
Sunsets
Traffic jams
Marriage
Love affairs
Education
Wars
Philosophy
Technological progress

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Child Observation and Individualized Education Plans (IEP's): Natural Partners in Support of Learning

Lamoine Lane
Coordinator, Preschool Program for Children with Disabilities
Region XIX Education Service Center, El Paso, Texas

Elizabeth Sadler
Coordinator, Preschool Program for Children with Disabilities
Region XV Education Service Center, San Angelo, Texas

As the nation's young children with disabilities increasingly move into inclusive educational settings, all educators face new challenges and opportunities. This workshop seeks to cut through some of the mystery surrounding education of the young child with disabilities. Participants will examine common needs of *all* young children, utilize child observation to develop individual education plans (IEP's) and identify strategies for effective IEP implementation and monitoring in the High/Scope learning environment.

Notes

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The Shift Into Inclusive Settings

What:

Why:

From Whence:

Specific Shifts in Working with Children with Disabilities for Teaching Disciplines

Regular Education

From: Viewing Disabilities as Divisive Differences

To: Focusing on the Commonalities Shared by ALL Children

Special Education

From: Seeing Disabilities Primarily as Deficits to be "Fixed"

To: Supporting the Strengths of the Child

Criteria For IEP's Supportive of Effective Learning

While federal law requires the development of an IEP for each student with a disability, individualizing instruction is nothing new to High/Scope; it is a keystone for effective active learning. Adhering to the basic approach of High/Scope of focusing on individual learners, each child in the classroom should be considered in determining the learning support.

Making individualization work for each student and the entire class occurs more readily when:

Integrating specifics into the general, insofar as possible. Examples include striving to:

- Coordinate specific goals (IEP's) for each child with basic curriculum goals (key experiences).
- Link IEP objectives with the usual daily routine.
- Accommodate therapy sessions in the classroom within the natural flow of the daily routine.

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Broad focus allowing for personal choice is the High/Scope pathway to active learning. This educational approach provides guidelines for selecting objectives as well as materials.

Education accommodates individual progress when the approach rests on:

Broadening options to the fullest extent possible. Examples include working to:

- Rely on the High/Scope key experiences rather than behavior objectives constructed using tiny gradations of change.

- Build on the general rather than the narrowly specific when designating materials and use of those materials.

Planning looms as paramount to successfully implementing the High/Scope approach to learning. The planning has validity for the student when it relates directly to current student status.

Plan development is enhanced when care is taken for:

Developing IEP's based on child observation. Examples include seeking to formulate IEP's which:

- Include the child's interests.
- Build on the child's strengths.
- Spring from the real world.

Note: For additional information, see "'Special' Children: Building on Their Strengths", in Supporting Young Learners, pp. 53-60.

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Using Child Observation to Develop IEP's
Putting Knowledge into Practice

Narrow Behavioral Objective Based on Repetitive Drill	Broad Objective Based on Child Observation
Example:	
Stacy will sort disks by color successfully in four out of five trials.	Stacy will put away items used, sorting as appropriate, to return items to their containers and containers to their place as per materials labels.
Stacy will sort disks by shape successfully in four out of five trials.	

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The Problem Solving Approach to Conflict
Part 2

Betsy Evans
Director, The Giving Tree, Gill, Massachusetts

Notes

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Children With Special Needs in the High/Scope K–3 Classroom

Jill Claridge
Director of Educational Services, Child Study Center, School of Education
Texas Christian University, Fort Worth, Texas

Notes

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Worksheets to Workshops in K-3 Classrooms

Diana Jo Johnston
K-3 Consultant, High/Scope Foundation, Ypsilanti, Michigan,

Participants will be introduced to the workshop approach used in High/Scope's K-3 classrooms. Workshops in Language and Literacy, Math and Science will be presented. Activities to assist participants transition from worksheets to workshops will be included.

Notes

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Activity Name _____

Objective _____

Describing patterns

Key Experiences

Materials

Activity

Questions to Ask

Example/Diagram

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Grade 2
ABCs

Describing patterns

Materials

Collections of materials for patterning (e.g., buttons, popsicle sticks, interlocking cubes), glue, construction paper, marking pens.

Activity

Children build linear patterns of objects and then use a letter description (e.g., abbabb ...) for each pattern. Patterns can be recorded (by drawing, tracing, or gluing on construction paper) and then labeled with their letter descriptions.

Questions to Ask

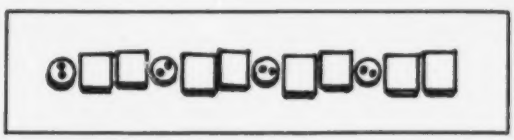
How many different patterns did you form?
How did you record each pattern? How can you use letters to describe each pattern?

Source

Explorations 2, p. 28

Key Experiences

- Creating and extending simple linear patterns
- Using words, pictures, and models to represent experiences with constructing



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Advanced Training
Using Classroom Conversations and Child Anecdotes as Training Tools — Part I

Mary Hohmann
Senior Consultant, High/Scope Foundation, Ypsilanti, Michigan

Part I: A close look at 1) a conversation between Wally and his kindergarten buddies about rulers and 2) a series of anecdotes collected over several months about Jonah, a preschooler. What can Wally and Jonah teach us about teaching and learning?

1. "Rulers" is from Wally's Stories: Conversations in the Kindergarten by Vivian Gussin Paley, Cambridge MA: Harvard University Press, 1981.

2. "Key Experience Notes: Jonah" is from "Introduction to the High/Scope Key Experiences in Early Childhood Development," chapter 9 of the forthcoming revision of YCIA.

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The Hidden Population: Gifted/Talented Children in a High/Scope Preschool Classroom

Vickie G. Smith
Supervising Teacher - Preschool and Kindergarten, Barren County Schools, Glasgow, Kentucky

Gifted/talented preschools are easily overlooked, especially if handicapped, economically disadvantaged, or at risk. In an effort to better serve this population, children with talents are identified through parent and teacher input, then a plan is developed to enhance those strengths and talents and implemented within the High/Scope educational approach.

RAHYPT — Retrieval and Acceleration of Promising Young Handicapped and Talented — was federally funded from 1975 to 1978 by the Bureau of Education for the Handicapped to develop and refine a model for identifying and programming for young gifted/talented children. Dr. Merle B. Karnes, professor of special education and nationally recognized authority in early childhood special education, is founder and director of the RAHYPT Project, with demonstration classrooms located at Colonel Wolfe School on the University of Illinois campus at Champaign-Urbana.

The RAHYPT program, used at the Barren County Preschool in Glasgow, Kentucky, includes general enrichment programming, both in the classroom and at home, for *all* children identification processes for determining the child's strengths and/or talents, and specific programming, both in the classroom and at home, for the identified talented children in their specific talent area.

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Celebrating Holidays — The Dilemma of Inclusion

Valeria Erdosi-Mehaffey
Manager of Provider Services, North New Jersey Community Coordinated Child Care, Jersey City, New Jersey

For many, the dilemma of celebrating traditional holidays with young children has become an issue of concern. How can we as educators help children respect and honor the myriad of cultures in our communities if we sanction and observe only the traditions of a homogeneous society? How can we appropriately acknowledge the significant events in children's lives and help them feel included and valued? These and other questions will be discussed as participants evaluate whether holiday celebrations are developmentally meaningful for children.

Notes

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The Politics of Early Childhood Programs

Larry Schweinhart
Chair, Research Division, High/Scope Foundation, Ypsilanti, Michigan

How to advocate for high-quality early childhood care and education programs: who to talk to, when to talk to them, and what to talk to them about. How to use the High/Scope Perry Preschool study as a basis for effective advocacy. Sharing stories of effective early childhood advocacy and public policy challenges.

Making Head Start Work

by Lawrence J. Schweinhart and David P. Weikart[1]

The Clinton Administration is now poised to get serious about improving and maintaining the quality of the nation's Head Start programs. The final report of the 47-member Advisory Committee on Head Start Quality and Expansion envisions Head Start as a program that strives for excellence as it expands to serve more children and families. While the emphasis on quality is appropriate and timely, the Committee's definition of program quality could profit from some sharpening. The stakes are high; it must be right.

The importance of Head Start to the nation's future is clear. According to the High/Scope Perry Preschool study through age 27, **high-quality** Head Start programs could prevent crime, improve standards of living, and in so doing return to taxpayers over seven dollars for every dollar originally invested. Instead of 35 percent of adults born in poverty being arrested five or more times, high-quality Head Start programs could reduce the rate to 7 percent. Instead of only 7 percent of adults born in poverty earning $2,000 or more per month, 29 percent of them could. By spending $12,000 per participant on two years of high-quality early education for each person born in poverty, taxpayers could save over $80,000 through reduced costs of crime, special schooling, and welfare assistance. Here is a case where helping others is clearly in our self-interest.

What's the catch? As good as today's Head Start programs are, the requisite standards of quality have yet to become the rule in them. Every Head Start program in the country must enable young children to be active learners who make decisions and take the initiative to achieve success. Such abilities put them on the road to becoming law-abiding, productive citizens.

Lawrence J. Schweinhart is research division chair and David P. Weikart is president of the High/Scope Educational Research Foundation; they are co-directors of the High/Scope Perry Preschool study.

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To achieve program quality, teachers and parents must help young children to initiate, design, and carry out their own learning activities rather than memorize the lessons that adults set for them. Teachers and parents remain responsible for setting limits and providing guidance, but recognize that self-discipline, rather than externally imposed discipline, is the basis of civilized society even for young children. How can we expect young people to "just say no" to drugs and crime if they haven't practiced saying no and yes appropriately throughout their lives?

In high-quality Head Start programs, parents are partners with teachers in contributing to young children's development. In this partnership, the teacher is the expert on principles of child development, while the parent is the expert on the individual child's personality, family experience, and history. It is the collaboration of these experts that makes the program work. While families certainly need help in coping with illiteracy, unemployment, drug abuse, and hopelessness, Head Start's special role is to help parents contribute to their children's development.

Trained, qualified early childhood teachers create high-quality Head Start programs. Teaching staff need systematic inservice training that enables them to observe young children developing, respond appropriately, and initiate activities that fit children's developmental levels. They need training in how to help parents contribute to young children's development. Leaders in every Head Start agency must be prepared to conduct systematic training that focuses on improving the staff's teaching performance. These leaders should show and explain to teachers how to engage in methodical teaching practices, observe them implementing these practices, provide them with advice on their performance, and conduct follow-up training to deal with the issues that arise. Well-trained Head Start teachers should receive appropriate professional salaries and benefits.

Head Start has an important leadership role in the early childhood field. It spends more per child than most public school preschool or private child care programs. The extra cost is due to Head Start's continuing effort to provide quality. If any early childhood program has the quality necessary to return over seven dollars for every dollar invested, it is a far better investment than a cheaper program with no financial return.

Some commentators worry that the findings of the High/Scope Perry Preschool study have set expectations too high for Head Start. The High/Scope Perry program, they say, was a special program that the government can't duplicate on a large scale. Now that the federal government has renewed its commitment to maintain and improve the quality of Head Start programs, Head Start has the opportunity to prove these naysayers wrong. With well-trained teachers working with parents to contribute to young children's development, Head Start can achieve its potential as the nation's first and finest program to prepare young children for school and for life.

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The High/Scope Perry Preschool Study and Michigan's State-Funded Preschool Programs

Barbara (not her real name) had her first child at 14, dropped out of school at 15, and had her second child at 17. A known drug-user, she was arrested 13 times for petty crimes. Today her children live with her parents on welfare assistance. Barbara was stabbed to death in a bad drug deal at the age of 24. Her life might not have been so tragic but for the flip of a coin, which assigned her to the no-program group of the High/Scope Perry Preschool study rather than its program group. It is not certain that Barbara would have had a better life if she had attended the preschool program. But her chances of doing so would have improved significantly.

In the High/Scope Perry Preschool study, 123 young African-American children living in poverty in Ypsilanti, Michigan, were randomly divided into a no-program group and a program group who received a high-quality preschool program. Comparing these groups over the years, we have identified the program's effects.

- ✓ **$7.16 returned to taxpayers for every dollar invested in the program**
- ✓ **The crime rate cut in half**
- ✓ **Improved school performance and high school graduation rate**
- ✓ **Improved adult socioeconomic success, decreased use of social services, and fewer children born out of wedlock**

Despite the knowledge that such benefits are within our grasp, **the government has yet to allocate sufficient funds to provide high-quality preschool programs for all young children living in poverty,** instead settling into a framework of gradually increasing funding. Within this framework, preschool programs for poor children continue to progress.

- ✓ The federal government has more than doubled aggregate Head Start funding since 1989. Yet, a quarter-century after it began, Head Start today reaches only two out of five eligible children.
- ✓ Some 35 states, including Michigan since 1987, spend state dollars on preschool programs for poor children. Governor Engler's 1994-95 school reform package proposes to increase state preschool funding from $33 million in fiscal 1994 to $53 million in fiscal 1995.

Despite these praiseworthy efforts, some of Michigan's poor children will not have access to preschool programs, victims of a perverse lottery in which we gamble away their futures.

The level of spending per child in Michigan's state-funded preschool programs is too low to consistently support high quality. The High/Scope Perry Preschool program could be run for about $5,000 per child today. Admirably, Governor Engler has proposed increasing per-child spending in the state preschool programs from $2,500 to $3,000, but also proposes spending at least $4,500 on every K-12 student in the state. Why should preschool programs cost less when preschool teachers have full-time jobs? In the High/Scope Perry Preschool program, teachers spent their mornings in classes with the children and their afternoons on home visits.

Only high-quality programs that empower children, parents, and teachers have

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Only high-quality programs that empower children, parents, and teachers have lasting effects and substantial return on investment.

In high-quality programs, teachers and parents enable young children to become active learners who make their own decisions. Young children learn to plan and carry out their own learning activities rather than memorize the lessons that adults set for them. The adults set limits and provide guidance, but recognize that real discipline comes from inside oneself. In another study, we found that teens who had been in preschool programs that emphasized decision-making reported engaging in only half as many delinquent acts as did teens who had been in preschool programs in which they only responded to their teachers' questions and demands.

In high-quality programs, parents are partners with teachers in contributing to young children's development. The teacher is the expert on child development principles, while the parent is the expert on the individual child. Teacher time with parents, in frequent home visits and parent-teacher meetings, is just as important as teacher time with children. Violence-ridden communities make such contacts more challenging to arrange today than they were then, but no less important. Through this partnership, parents come to see their children as able, active learners. Far from seeing teachers as undermining their authority, parents should come to see teachers as enhancing their authority with their children.

Trained, qualified early childhood teachers create high-quality programs. Teaching staff need systematic inservice training that enables them to empower young children and parents. To provide successful programs, every school district or community agency that provides early childhood programs must conduct systematic training to improve and maintain the staff's teaching performance.

There has been talk of conducting an evaluation of Michigan's state-funded preschool programs. But assurance of program *quality* should always precede assessment of program *effects*. Until we are sure that these programs are empowering children, parents, and teachers, an evaluation of program effects is premature.

For now, we must empower our state's policy makers to develop policies that provide adequate financial and programmatic support to the state's preschool programs. Every policy maker in Michigan needs to know that an active local constituency expects no less than high-quality preschool programs for all poor children in the state. The High/Scope Perry Preschool program was operated in a Michigan public school, at a time when qualified early childhood teachers were scarcer than they are today. If everyone does the job of which they are capable, then what we did three decades ago in a single community, we can do now in communities across Michigan and the nation.

This article is based on a presentation at the Third Annual Joint Conference for Early Childhood Educators, East Lansing, Michigan, February 2, 1994. The research is fully reported in *Significant Benefits: The High/Scope Perry Preschool Study Through Age 27*, by L. J. Schweinhart, H. V. Barnes, & D. P. Weikart, with A. S. Epstein & W. S. Barnett (1993), available from the High/Scope Press for $25.

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Do Children Freely Choose to Engage in Literacy-Based Activities?

Joan Santer
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University of Newcastle upon Tyne, Newcastle upon Tyne, England

This session is based on research into children's choices during the plan-do-review component of the daily routine. The results of the research indicate that children are indeed deeply engaged in literacy by choice; and also that the opportunities for choice may be affected by a number of different variables.

Notes

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Anecdotal Record-Keeping in the High/Scope K–3 Classroom

Linda St.Clair
High/Scope K-3 Field Consultant, Ft. Washakie, Wyoming

This session will introduce participants to the process of continuing anecdotal record keeping, focus on the guidelines for documenting anecdotes and explore the advantages of keeping anecdotal notes gathered over time. Participants will actually observe children and practice writing anecdotes, as well as discuss the other elements which comprise High/Scope's comprehensive approach to assessment in the K-3 classroom.

Guidelines for Documenting Anecdotes

(1) Date

(2) Context: Beginning
—where/who/when (initials/abbrev.)
Middle
—what happened
—describe child's actions (document child's language in quotes)
End
—outcome (sometimes)

(3) Stick with the *facts*
—paint a picture (not what you assume/think; see below)

(4) Be brief
—but include meaningful detail

Stick With the Facts

Benchmarks

Objective	vs	Subjective
What child can do	vs	What child can not do
Specific	vs	General
Fact	vs	Fiction

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Components of Early Intervention

TRADITIONAL APPROACH	*ALTERNATIVE APPROACH*
Assessment	
Test	Observation
Identifies deficits (skills, behaviors that the child is currently **unable** to do	Identifies strengths (skills, behaviors that child is currently **able** to do)
Used as a basis for determining specific instructional objectives	Used as a basis for monitoring development
Developing Goals and Objectives	
Specific skills, behaviors	Active engagement with people and materials
Above child's present level of functioning	Matched to child's present level of functioning
Chronological age	Developmental age
Accomplishing Goals and Objectives	
Direct instruction	Play
Predetermined teaching and learning activities	Daily routines and activities
Adult initiated	Child initiated
Adult control	Child control
Performance oriented	Process oriented
Extrinsic reinforcement	Intrinsic motivation
Praise	Encouragement

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Narrative/Note Form — An Alternative to Traditional Teacher Evaluation Practices

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Supervising Teacher - Preschool and Kindergarten
Barren County Schools, Glasgow, Kentucky

Evaluation of performance is a fact of life in most work settings. All employees potentially stand to lose or gain from evaluation, but in preschools and K-3 centers, it is not only the teachers who have something at stake. Parents and children can also benefit from teacher evaluation. With increasing emphasis on accountability, teacher evaluations should match teaching behaviors to student outcomes. The Joint Committee on Standards for Educational Evaluation identified the purpose of evaluation as being, ". . . (to) promote sound educational prinicples, fulfillment of institutional missions, and effective performance of job responsibilities, so that the educational needs of children, community, and society are met" (Seyfarth, 1991). This session will focus on the Narrative/Notes form as an alternative or supplement to traditional evaluative tools in order to directly link teacher behaviors to positive student outcomes.

Notes

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Evaluative Observation/Feedback Checklist

Trainer Observing/Giving Feedback_____

Curriculum Focus_____

Staff Participating in O/F_____

Observer_____ Date_____

Setting and Maintaining a Comfortable Atmosphere

1.	Trainer and staff agree on focus, date, and time prior to observation/feedback session.	0	.5	1
2.	Trainer observes unobtrusively.	0	.5	1
3.	Feedback occurs in a pleasant, quiet setting.	0	.5	1
4.	Trainer describes strengths observed, supports staff throughout the feedback session.	0	.5	1

Maintaining a Balanced Dialogue

5.	Trainer asks staff for observations, questions, ideas, and suggestions.	0	.5	1
6.	Trainer waits for staff to respond.	0	.5	1
7.	Trainer listens to staff, shares dialogue.	0	.5	1

Maintaining a Curriculum-related Focus

8.	Trainer describes observations factually, gives specific examples.	0	.5	1
9.	Trainer and staff discuss the extent to which children were involved in the focus.	0	.5	1
10.	Guided by the curriculum, trainer and staff generate follow-up strategies to try.	0	.5	1

Dealing with Modifiable Issues

11.	Trainer discusses 1 or 2 modifiable issues based on observed incidents.	0	.5	1
12.	Trainer and staff generate strategies for dealing with modifiable issues.	0	.5	1
13.	Trainer and/or staff summarize discussion and strategies planned.	0	.5	1

Giving Written Feedback

14.	Trainer separates factual observations from comments and suggestions.	0	.5	1
15.	Trainer's narrative/notes reflect the focus.	0	.5	1

Rating scale: *0=not observed* *.5=emerging* *1=observed*

TOTAL_____

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Observation/Feedback Form

Person Observed_____ **Observer**_____

Focus_____

Date_____ **Time of Observation: Beginning**_____ **End**____

Narrative	**Notes**

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Guidelines for Narrative/Note Form

1. Give the name of the child/children observed
2. State the focus, be specific
3. Give the observer's name and the date of the observation

Narrative	Notes
Narrative documentations are objective descriptions of what is actually said and done by those being observed, the observable facts. Write down time markers. Include clock time intervals. ie: the beginning and end of time blocks and what part of the daily routine you are observing. Write down contextual cues such as number of children, what area, who's involved in the interaction, etc. If using abbreviations to identify names/roles, be consistent with them. ie: CH=children, T=teacher, SGT=small group time, etc.	Relate child's actions/interactions to the curriculum focus and/or child development. State what was effective and why in relation to the child's actions/interactions. Ask questions to the team/teacher to clarify situations or conversations misunderstood during the observation. Pose problems for the team/teacher to discuss and/or solve. Make suggestions, give ideas and develop strategies with the team/teacher. Document team/teachers contributions to the discussions. Summarize notes with 2-4 statements noting team/teacher's strengths and 1-3 statements identifying modifiable issues. All statements relate directly to the focus and strengths should equal or outnumber modifiable issues. Document a follow-up plan of action for team/teacher and observer, related to the current focus and/or new focus discussed and agreed upon by all in the feedback session.

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Advanced Training
Using Classroom Conversations and Child Anecdotes As Training Tools — Part II

Mary Hohmann
Senior Consultant, High/Scope Foundation, Ypsilanti, Michigan

Part II: A close look at transcripts of conversations between children and adults at 1) work time and 2) small-group time. What can these conversations teach us about adult support?

1. The work time conversations are from Working with Under Fives by David Wood, Linnet McMahon and Yvonne Cranstoun, Ypsilanti MI: High/Scope Press, 1980.

2. The small-group time transcript is from "Small-Group Time: Active Children, Active Adults," Extensions vol. 8, no. 5, March/April 1994.

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Training Family Child Care Providers

M. Kathryn Spitzley
Owner, Good Times Family Child Care Group Home, Holland, Michigan

Some aspects of providing care for children in your own home setting are very different than providing care in a center or preschool. This session will identify and explore those differences as well as generating strategies for High/Scope trainers.

Good Times Family Child Care
Daily Routine

7:00am Lunch preparation, disinfectant change, old towels away, new towels set up, finish any maintenance tasks not completed the night before, set up specific things for worktime.

7:30am Greet children and parents, set up breakfast, assist with transition needs, assist with breakfast, supervise children.

8:00am Second adult arrives. Adults supervise children in the Game Area, finish breakfast, prepare kitchen for worktime and snack. Planning time begins when enough children have gathered or children present need other things to do. During Planning Time children learn to choose what they are going to do, what materials they'll use, and who they will work with. I believe this process teaches the children initiative, responsibility, creativity and self-esteem.

8:30am Work Time — Children make choices in various areas with various friends. Adults interact with children, supporting their play, expanding their ideas, supervising play, managing alternatives. This is the time of day that all adults observe children's play for the purpose of writing anecdotal notes. There are 54 key experiences that children need in their preschool years. Our observations help us assess what experiences these children are having and what we may need to plan for next.

9:30am Recall — Children remember, re-enact, and talk about things they did during worktime. This helps form their thinking processes and give them some control over what happens throughout the day. Learning the process of recall helps them remember what we have done in the daily routine and what they need to be ready for next. It supports initiative and independence.

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10:00am Pick-Up and Snack time — Having recall first allows us to manage the pick up process. All of us go to snack together. Usually children help set the table and pass the snack. (In the past we have assigned these jobs, but we are not doing that yet this year.)

10:30am Outside Time — We attempt to go outside everyday or have active moments available for children. Outside time offers them the exploration of how they can move physically, and what they can do with their friends. It simply allows them the freedom of space.

11:30am Lunch Time — Our goal is to have lunch ready by this time. Sometimes children help prepare it. We can plan such an activity as part of the worktime. Again we look for volunteers to help set the table. (Right now the youngest three are learning one-to-one correspondence by doing this. This may involve all three adults!)

12:00pm Storytime — Children brush their teeth which gives them practice in taking care of their own needs. Then they prepare for rest time. We vary the stories according to content, children's interests and activity level. Some stories are repeated often enough so children can tell the story themselves.

1:00pm Nap and Rest Time — Everyone relaxes and staff begin our daily planning session. We record our observations of the morning, fill out the "What I Did Today" papers and plan activities for the afternoon and the next morning. Facility issues, scheduling matters and other special topics can also be considered at this time.

2:00pm Free Play — Generally most children are up at this time. Since some may still be sleeping, activities are limited to the kitchen (Art Area) and the Block Room. One adult is available to supervise play but may not enter in the play (unlike worktime).

3:00pm Snack Time — Now begins our afternoon directed activities. All children gather for snack, and like the morning snack, we ask them all to try to use the bathroom.

3:30pm Circle Time — This is an adult-directed series of activities. Because of the various ages of the children, this has to be an active time, if we are to maintain interest and manage appropriate behavior.

3:45pm Small-Group Time — Adults direct this activity because we choose the materials. Children need to choose how to manipulate those materials. We often introduce things here that are available the next day at worktime. This continual reinforcement helps children gain the skills they need.

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4:00pm Adults are cleaning up from small group. One adult leaves for the day. Children are free to choose from a limit of activities so adults can be available to supervise behavior. Sometimes outside play is the preferred choice for this time of day.

5:00pm As soon as a majority of children have gone home, one adult begins the final clean-up activities. To maintain a healthy environment, we have assigned different tasks to each evening.

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Designing Family Day Care Environments

By Jim Greenman

This was adapted from an article in the November/December 1990 issue of Child Care Information Exchange.

The highest quality child care — home or center — offers personalized, individualized care and learning in a warm, secure, experience-rich environment. The program fits the child, not the other way around. The adult focus is more on learning and facilitation than on teaching and direction. Adults listen to children and carry on individual conversations with them about real issues of concern to the children. Parents are respected, not just as partners, but as senior partners when it comes to the care of their child. Services are flexible, accommodating within defined limits the needs of the child and family. There is a warm and respectful relationship between family and program that extends over time.

Places for Childhood

Good child care places are not places where childhood is experienced under florescent lights, always surrounded by children the same age. They rarely involve institutional living where the individual must fit the institution, standard operating procedures prevail, and most of the adult-child interactions are child management. Homes can have significant advantages over center-based care in providing a "place for a childhood" and a good early education.

Scale

Homes are human-sized institutions. Serving a small number of children and families gives a family day care home a head start in achieving personal relationships and flexible routines and services.

The Home Itself

Young children need experience and support, not instruction, and they need care over the long day. Homes are designed and equipped for living: eating, sleeping, caring, resting, being together, and being apart, which makes them natural learning environments. Children learn what the world is made up of and how it works when they are engaged in the real life of the home - the cooking, cleaning, and shopping. Homes are laboratories for active learning when we encourage exploration of the life within: the sunlight, breezes and frost on the window; the shadows descending on a corner of the room; the sifting, kneading and mixing in the kitchen; setting the tables; feeding the cat under the ledge and the birds outside the window.

Where are the 3-R's in family day care? Everywhere! Young children are learning what they need to learn through serious hands-on investigation. The importance of reading and writing are reinforced by the emphasis on written and spoken language and symbol recognition. Children learn mathematical concepts through pouring, classifying, sorting, measuring and numbering activities — working out the concepts of more and less, one to one correspondence, and addition and subtraction. Much of this can happen naturally when children are involved with shopping, cooking, laundry, and putting things back into labeled storage containers.

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A good home naturally has environmental variety, or "different places to be." It is important to have places of different size and shape, with different feels and sounds, and different lighting and colors over the long day. Remember your favorite childhood places: under the piano or the tree out back, behind the couch, on the slippery chair, in the stairwell, or on the stairs.

Homes easily provide a "place to pause" when the world moves too fast, or a child has to get her or his dignity back together. They also supply places to concentrate and focus on books, puzzles and the work of early education. Homes have places to fill up or empty out, and to work through other important spatial concepts of in and out, over and under, and mathematical concepts of volume, distance and shape.

The more formal and crowded conditions of a center often result in fewer "places to be," much less spatial variety and few places to concentrate.

The Multi-age Group

Children learn from each other, probably more than they do from adults. They learn from playing, helping, and watching each other navigate life's waters. In an multi-age group, children are also more likely to be accepted as individuals, rather than just "one of the preschoolers."

The Developmentally Appropriate Home

A family day care home is developmentally appropriate if:

- care is individual, personal and responsive.
- learning is individual and child choice is valued.
- learning experiences are active, concrete, and relevant to the child.
- all developmental areas are addressed in the learning environment.
- a wide variety of experience is available to accommodate wide ranges in interests and development.
- providers respectfully facilitate, guide, encourage, and nurture each child's self-esteem, competence, and self-reliance.
- the child's great need for movement, expression, noise making and exuberance is planned for.

A typical developmentally inappropriate home is likely to require children to be too passive and group oriented, allow for little individuality, and focus more on waiting, instruction, and child listening rather than on learning and child doing. There may be too much T.V. or instruction, waiting while older or younger children's needs are attended to, or housekeeping. Children may be restricted to only a small part of the home. Either a long unstructured day or a too structured day puts the burden of adjustment on the child.

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The Challenge of Family Day Care

Balancing Your Family and the Day Care Home
The value of family day care lies in making full use of the family home, not confining children to one room. That may, however, not result in the best place to live and may put a strain on family life.

In most family day care homes, the solution to this problem lies in good planning and purchasing that allow for a daily transformation of the home. Key elements of this planning include:

Storage
Plan for quantity and convenience. Every step saved and every minute not spent looking for something translates into time and energy for children. Store play materials, cleaning supplies and equipment close to the point of use; use baskets, stuff sacks, under bed boxes, under cushion storage, closet organizers, tubes, and trunks.

Transformable Learning Centers
Define an area by its surface and teach children the limits of activity on that surface: a rug, carpet square, tray, tablecloth, tarp over the furniture, or chalkboard on the floor. For example, a tarp on the couch makes it a jumping platform; a green felt tablecloth turns the table into a village green for play people.

Portable Learning Centers
In a box, backpack, suitcase, or tub, pack a surface and play/work material and develop a drawing suitcase, a camping prop box, or a nature investigation back pack.

Flexible Furnishings
Trunks can be tables as well as storage. Shades can be display areas for art. TV trays, car seats with trays, and wading pools can have multiple uses.

The right equipment and furnishings support a developmentally appropriate setting for caring and learning. The goal is to maximize both child and adult competence. With furnishings and equipment that support appropriate, independent child use and easy adult use, children will have more experiences that help them reach developmental goals and caregivers will have more time to care for children and to support their learning. A well-equipped, developmentally appropriate family day care home provides the following:

- Soft, comfortable furniture: couches, easy chairs, futons, pillows.
- Child-accessible open storage: shelves, bins, cubbies, carts, bags.
- A variety of play materials: Sufficient variety to rotate play materials.
- Sufficient quantity of play materials: More of the same items such as Legos® of blocks are usually preferable to a smaller number of similar items. These items require large quantities per child for their potential value to be realized.

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- Duplicates: Duplicates of popular items are important to facilitate smooth social relationships, particularly for toddlers and young preschoolers.
- Learning materials offering a balance of:
  - Open/closed: Open materials such as blocks, clay, and painting materials have no correct outcome. Closed materials such as puzzles, Montessori materials, or worksheets involve a right answer or a clear ending.
  - Plastic/wood/metal: An imbalance of brightly colored plastic is a common problem that creates an overstimulating aesthetic.
  - Commercial toys/stuff: "Stuff" is everything not designed to be toys that children play with - pots, pans, cardboard, twigs tools, and other "junk."
  - Novelty and challenge/familiarity: Opportunities for practice and mastery, as well as for novelty and challenge.
  - Active/quiet play materials: Trucks and balls and boisterous dramatic play items as well as books, stuffed animals, dolls, and manipulatives.
  - Individual/social play materials: Some equipment requires that children use it together, other materials allow for solitary use.
  - Simple/complex materials: A simple item such as a rattle or car has one obvious use. A complex item like a play bus with people has subparts, or multiple use that allow children to improvise.

Criteria for Equipment Selection

- Durability: How long will it hold up? Family day care home use is harder than home use.
- Safety: Does it have sharp edges or corners? Parts to swallow? Toxic surface? Will it be pulled or tipped over? How will it wear or break?
- Health: Does it allow for easy cleaning and disinfecting?
- Size/scale: Is it the right size and scale for projected and unanticipated use by children or adults?
- Quality of play experience:
  - Variety of use: Can it be used by different children (age, size), for different activities?
  - Interest: How long will it hold a child's interest?
  - Challenge: How long will it challenge a child?
  - Developmental/educational value: What developmental needs or educational skill does the use of the equipment engender?
- Quality of caring experience:
  - Is it consistent with the child/parent experience?
  - Does it help the provider's task?
  - Does it add to the child/parent's sense of security?
- Accessibility/independent use: Does the equipment require adult assistance in display, preparation, or use?
- Aesthetics: Is the design attractive? Does the color, size, and shape add or detract from the overall aesthetic of the home (e.g. will there be too much primary colored, plastic equipment)?
- Appeal to a variety of senses: A mobile with sound appeals to sight and hearing.

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- Authenticity: Real items used for real activities - garden tools, workbenches, kitchen and cleaning utensils.
- Cost/value: The value of an item depends on the significance and length of its use relative to the price.

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Finding the Calm in the Storm

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Enhance your abilities to work with children who are functioning in the birth to three year level. The needs of these children often require special strategies to develop appropriate behavior. Revisit Erik Erikson's "Stages of Man" and see how children's behavior stems from their development of trust in their caregivers. Acquire strategies for providing a calm environment.

Why Kids Misbehave

	Age	Erikson	Piaget
Infancy	Birth	Trust vs Mistrust I am what I am given	Sensory - Motor Reflexes, intentional behavior Cause & effect Trial & error Beginning of mental pictures
Toddlerhood	18 months	Autonomy vs Shame & Doubt I am what I will	
	24 months		Pre-Operational Thought Beginning to pretend Categorize
Early Childhood	36 months	Initiate vs Guilt I am what I imagine I can be	

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Types of Power

Power	Strategy
Child locus of control	Visual cue Tactile cue Nondirective statement
Shared locus of control	Fact question Convergent question Divergent question
Adult locus of control	Directive statement Physical intervention

Strategies

Encouragement

Diversion

Body-Toy-Play

Lap Time

Mirroring

Personal Space

Physical Intervention

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Parent and Child Interaction in the Family Literacy Program

Bonnie Lash Freeman
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Family literacy programs address the multiple needs of poor, disadvantaged families with comprehensive, intense and integrated services. The parent and child interaction component is one of the varied strategies used to connect the basic components of family literacy programs. Discover how the High/Scope educational approach has influenced this component.

Notes

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Sights and Sounds of Children: A Look at Early Childhood Settings in Romania

Shannon Lockhart
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What are early childhood settings like in Romania? This 45 minute tape shows three types of typical settings (one urban full day preschool, one rural half day preschool and one urban half day preschool) that serve 4-year-old children in Romania. You will see children engaging in such activities as painting grapes, matching shapes and colors, dancing, learning English, etc.).

The High/Scope International Videotaping Series

Three videotapes of early childhood settings from the NEW *High/Scope International Videotaping Series* are featured. These videotapes have been produced in connection with the IEA Preprimary Project, an international study examining the nature, quality, and effects of the experiences of children prior to entrance into formal schooling. The project consists of 15 participating countries and is conducted in three phases. Phase 1 identifies the different types of early childhood care and education settings parents choose for their children prior to entrance to school. Phase 2 examines the experiences of 4-year-old children in the settings identified in Phase 1 and the relationship between children's developmental status and their experiences in these settings. Phase 3 assesses the effects of experiences in the various settings on the development of the same children at age 7.

As a part of this project, the international videotapes represent what actually happens in early childhood settings in the various countries involved in the IEA Preprimary Project. Each country chose typical settings (i.e., preschools, child care centers, family day care homes, etc.), in which their 4-year-old children are commonly cared for.

The following is a list of other uses for the videotapes:

- Observing children's behaviors in different countries
- Viewing different teaching styles in other countries
- Observing adult/child interactions in different types of activities
- Training teachers and students in multicultural early childhood education
- Helping teachers who work with children from other countries by providing examples for teachers to incorporate similar experiences and activities into their settings
- Providing a cross-national context within which to view early childhood education in the United States
- Compare findings to actual observations of children's activities, the adult's

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behavior and degree of involvement with children, and how the adult organizes or structures the children's time or daily routines within these different types of settings

- Provides knowledge of available early childhood services to families and description of each country's present caretaking situation
- Viewers will see how facilities, materials, and program philosophies not only vary from country to country but from setting to setting
- Provides a critical view of settings' practices for each country
- Provides an objective view of what typically happens in early childhood settings in each country
- Provides a tool for learning observation skills
- Provides education professors with an international curriculum for teaching students

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Active Learning Crosses Generations

Diane Kenagy Williams
Director of Child Development, Foxwood Springs Living Center, Raymore, Missouri

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HIGH/SCOPE for ALL AGES: Active Learning Crosses Generations

by Diane Kenagy Williams
Director of Child Development
Foxwood Springs Living Center

The concept of young children spending time with their elders is not new. Throughout human history, elders have often been called on to help with, nurture, care for, and educate those much younger than they are. A large part of the culture, morals, and wisdom of a society are passed on through this intergenerational connection. Unfortunately, in our increasingly mobile and age-segregated society, opportunities for young and old to connect and build relationships have been greatly diminished. As the following account demonstrates, we need to rediscover the value of contact with people of all ages—that children have much to learn from elders, and elders can benefit from involvement with young children. As both age groups give of themselves in the process of active learning, their lives are mutually enriched; oftentimes the lives of the generation "in the middle" are enriched as well.

In the southern part of Kansas City, Missouri, the **Foxwood Springs Living Center**, a retirement community, has established a child development center within its existing facility. This program, begun in 1987, uses the High/Scope Curriculum with children aged 6 weeks through 12 years. Called **Landis Child Development Center**, the program is housed within Foxwood's health care facility. Foxwood itself is a retirement community for citizens over the age of 55. It includes equity homes and apartments for persons still able to live independently. There is a multilevel health care facility comprising a residential facility for persons needing some assistance, a skilled-nursing unit for persons needing total care, an Alzheimer's care center for 30 individuals, and a shared-living group home for 8 individuals with symptoms of Alzheimer's disease. The facility for children is located on the lower level of the Alzheimer's care center. Almost 80 children from infancy through age 12 come there during the day for child care and education.

The location of the child development center allows for continuous daily contact between the children and the elders, and many activities are purposefully planned to include the two generations. Furthermore, residents living in the homes and the apartments participate as volunteers in the child development center. Thus, through the planned intergenerational activities and the volunteer participation, the children are able not only to *be nurtured* by the independent-living elders but also to *provide nurturing* to the elders who are less independent. This article is an attempt to share with others using the High/Scope approach what has been learned and what has been put into practice at this child development center.

What Is an Intergenerational Program?

Intergenerational programs provide **ongoing activities/experiences, with substance, that are mutually beneficial for both the young and the aging.** Designing a *program* for the two generations is decidedly different from planning a *single event* that involves young children and elders. Whereas the single event can benefit either or both groups, the intergenerational program not only benefits both young and old but also builds relationships and provides activities in which generations can share their life experiences with each other.

There are three types of intergenerational programs (our program reflects the attributes of the first two):

1. **The aging population serving as resources for the growth and learning of children and youth.** (Examples: Foster grandparent programs in Head Start and related programs as well as elder-volunteer components in public schools, in programs for children with special needs, and in after-school programs.)
2. **Children and youth serving as resources for older persons, particularly for the frail elderly in nursing centers or in their homes.** (Examples: Young people visiting elders at their homes to do errands and chores; youths volunteering in nursing centers, long-term care facilities, or adult day care facilities; regular visits to nursing centers by preschool- or school-aged children.)
3. **Reciprocal models, in which the skills of the young and old are equally shared and in which shared learning takes place.** (Examples: Shared housing; combined classes; intergenerational choirs or drama teams; youth and elders attending cultural events together over a period of time.)

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Why Plan and Provide Intergenerational Programs?

There are numerous reasons for providing an intergenerational program. Keep in mind that by definition, *both* age groups must benefit from such a program. And not only must program activities be developmentally appropriate for children; they should also be developmentally appropriate for elders. Some benefits of an intergenerational program are as follows:

- Contact between young and old enlightens both generations.
- Both age groups are giving something of themselves that no amount of money can buy.
- Barriers between young and old are broken down; elders gain an appreciation for the life experiences of children in today's society, and children learn to accept aging as a natural part of life's experiences.
- Children learn that older people who are in wheelchairs and who need help are not people to be feared.
- Elders are able to share history, morals, and values that are in danger of being lost in today's society.
- Elders are able to share their accumulated life skills with children and youth.
- Children and youth are able to *nurture another age group*, when in fact youngsters are often thought of as being selfish and incapable of nurturing others.
- Elders are recognized as capable of growth *throughout their lifespan* as opposed to growth ending at a particular age.
- Elders are able to serve as mentors for young families and thus bridge the generation gap.

Piaget and the Elderly

by A. Clay Shouse
High/Scope Director, Program Development

According to Jean Piaget's theories, intellectual development in children proceeds in a consistent sequence during which their cognitive structures are stretched as they interact with their environment. Recently, Piaget's theories have been studied for their usefulness as tools in an area of work that is very different from early childhood care and education. Contemporary research has examined the use of these theories to describe characteristics in adults suffering from Alzheimer's disease (AD) and other forms of dementia and to understand the sequence in which these patients regress in their cognitive abilities.

In contrast to the delightful way in which children progress through the developmental continuum by gaining and demonstrating new skills and abilities, AD patients go through a painful and frustrating *loss* of skills. An example that might help clarify this relationship is the concept of object permanence—the concept that an object exists even when it is out of sight. Typically, children at about 18–24 months of age grasp this concept. Research indicates that AD patients *lose* this concept at a point 50 percent to 70 percent of the way through the course of the disease. For these individuals, and for those who care for them, this loss of mental representation can be problematic—not actually seeing the toilet frequently enough to remember where it is (or what it is for) might produce incontinence, for example

Recognition of this phenomenon of "reversed acquisition" and its relationship to the process through which young children develop can be useful for professionals who develop strategies to use in caring for the aging. And certified trainers and teachers can be instrumental in promoting this recognition. The High/Scope approach and other child-centered approaches require staff to observe and understand the individual child's current level of cognitive development and to plan activities and the environment to support this. It seems logical that this model can be used to help prepare individualized approaches for the care and support of AD patients.

The article "High/Scope for All Ages" presents an interesting example of how one program is working with both children and the aged. Its author, Diane Kenagy Williams, is a certified High/Scope teacher-trainer who obtained her preschool endorsement in 1989 by completing the first Residential Training of Trainers Program at High/Scope headquarters. Since then, Diane has moved from her role as the director of a church-run day care and preschool program to that of Director of Child Development at the Foxwood Springs Living Center in Raymore, Missouri.

Foxwood Springs is a retirement community that provides residents with a broad range of options for care. In her role as Child Development Director, Diane manages and directs the operation of a day care center that serves children of Foxwood staff and children from the surrounding community. The center's group size, staffing patterns, and facilities are consistent with those of other high-quality settings with which we have worked. However, in this article, Diane introduces the reader to an aspect of the Foxwood Springs Living Center that does make it—their intergenerational program.

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- Intergenerational programs offer efficient use of funds, since the needs of two groups are met at the same time and with shared resources.
- Two groups being served in one facility is more efficient use of building space.

Active Learning in an Intergenerational Setting

Research concerning the High/Scope Curriculum validates active learning for children. Our experience with an intergenerational program at the Landis Child Development Center (LCDC) has taught staff members that the **High/Scope key experiences** and the components of **active learning** are also important criteria when implementing activities that include the frail elderly. High/Scope's active learning checklist is applicable to both age groups, as has been demonstrated to us time and time again in numerous intergenerational activities involving toddlers, preschool-aged children, and Foxwood residents. Staff at the Landis Child Development Center use a sightly revised active learning checklist when planning and implementing activities that involve both young children and elders (see "Intergenerational Active Learning Checklist").

It is important to note that the active learning checklist and the overall methodology of the High/Scope approach are highly compatible with the goals of **restorative aid in nursing care**. The goals of those caring for persons with dementia is to maintain the **maximum independence of the individual** while cultivating preserved abilities and reducing the adverse effects of lost abilities. Although, all too often, independence and decision making are taken from elders in nursing centers, those caring for older adults at Foxwood deplore treating them as totally dependent and incapable of making choices. Fortunately, the High/Scope approach is one in which children, and all individuals, are to be treated authentically and with dignity and respect; so through its use of activities embodying the elements of the High/Scope approach, Foxwood not only maintains but also fosters independence and decision making in both children and adults. We highlight here five aspects of the High/Scope approach—*choice, materials, language,* the *key experiences,* and the *daily routine—and explain how they play a role in Foxwood's intergenerational programming.*

Choice

The opportunity to plan, **to choose how one is to carry out an activity as well as what materials to use**, is an important criterion not only for children but also for adults. Those elders who have lost either cognitive or physical abilities and need assistance with some aspects of their daily life can benefit from activities that allow for planning and personal choice. Therefore, in setting the stage for intergenerational activities, opportunity for **personal planning and choice** must be included.

For the young or old person, the choice may come in choosing whether or not to participate in a particular activity; it may also come in choosing what materials to use and how to use them. It is quite easy to assume that simply bringing children and elders together is all that is needed and that those "in charge"—the caregivers—should *make* young children and elders do particular sorts of activities in specific ways. However, caregivers have a responsibility to insure that the activities implemented meet the criteria of being developmentally appropriate for those involved and that the principles of active learning are used in dealing with both age groups.

Materials

The materials and equipment provided for intergenerational activities must be appropriate for the developmental levels and abilities of both age groups. It is easy to overlook one or the other when providing materials. For example, finger painting is developmentally appropriate for 3- and 4-year-olds. However, for persons with dementia, finger painting may not be as appropriate. Whereas a young child attempting to "eat" finger paint may quickly learn not to do so from experiencing the unpleasant taste, the aging person, mistaking the squishy substance for food and having less-sensitive taste buds, may not learn this lesson. Despite having to keep such precautions in mind, staff at the Landis Center have observed that providing children and elders with open-ended materials is the most successful strategy. This may seem obvious to anyone accustomed to using the High/Scope Curriculum. Nevertheless, narrowly defined projects and crafts are too often the norm both in nursing centers and in preschool settings. Like the child who is just acquiring new skills, the elderly adult who is losing skills and is aware of this loss may refrain from participating in such activities, since they include a "right" or "wrong" way to proceed.

In contrast to the pain and frustration that such "right-or-wrong" activities can generate, open-ended materials allow both children and elders to experience success in their own way. For example, when combining young children and elders living in the nursing center, one of the most successful strategies is to provide modeling dough and tools for manipulating it, such as rolling pins and cookie cutters. As they manipulate the dough, both age groups are using their small muscles—the child in an effort to develop and strengthen young hands, and the adult in an effort to maintain strength in aging hands.

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Language

Open-ended materials often increase the reminiscent experience for the adult, while providing new experiences for the child. This means that language increases for both the child and the adult. In the experience with modeling dough, for example, an aging adult might be reminded of all the times she baked cookies with a child or grandchild. In a similar way, a tray of snow or sand can stimulate conversation between a child and aging adult. Manipulating the material may remind the adult of all of the times he played in snow or sand as a child, and the adult might share and compare these experiences with those of the child. Children talk to themselves or to the adult as they play. The adult talks to himself or to the child as well. Together they are sharing the same experience but receiving different and unique benefits from it.

The Key Experiences

It is also important to note that the presence of children with the frail elderly permits a wide range of experiences to occur, including experiences that might otherwise not be deemed "appropriate" for adults. Manipulating modeling dough, patting snow or sand, painting with large brushes and paint, blowing bubbles, holding dolls, putting pegs into a pegboard, drawing or scribbling with markers on a large sheet of blank paper, may not seem like acceptable activities to present to adults alone. But when children are present and are engaged in the High/Scope key experiences that are inherent in such activities, the activities become acceptable and beneficial not only in the view of early childhood educators but also in the view of those working in nursing, activity therapy, occupational therapy, and so on. It is not unusual for the staff to stand in awe as an aging adult with Alzheimer's disease sits beside a young child and successfully joins in an activity. The quality of life has been increased for that adult as well as for the child and the educator (see "Intergenerational Play Unlocks Memory").

The Daily Routine

At the Landis Child Development Center, the preschool daily routine has remained intact, and the intergenerational components have been worked into the existing routine (see "Preschool Daily Routine"). Choice of participation for both children and adults is essential. Just as a consistent routine is important and necessary for young children, so it is for aging adults in nursing care. With careful planning between the staff from the child development center *and* the staff from the adult activity therapy department, the daily routine of both groups is evaluated, and appropriate times are selected for the two groups to meet in the intergenerational activities.

In addition to the types of intergenerational activities already mentioned, there are numerous other daily contacts between the children and the elderly residents. One type of contact occurs as the children walk or (in the case of infants) are pushed in strollers through the hallways of the nursing center. At these times, the preschoolers may stop to chat with residents, sing songs to them, and hug, pat, or merely sit beside them for awhile. The children also encounter and interact with residents while playing on the intergenerational courtyard (their playground) and taking walks down the streets in the community. Also, as mentioned earlier, the residents living in Foxwood's homes and apartments are volunteers at the child development center every day of the week. These residents give much time and energy to the children aged 6 weeks to 6 years. Included in this article are some excerpts from a resident's account of her experiences as a volunteer during the past several years (see "Memoirs of a Volunteer").

Shared Goals

Clearly, ongoing evaluation and communication between the child development staff and staff working with elders is crucial to the success of the program. This combined effort of Foxwood's early childhood staff, adult activity therapy department, and nursing department represents a unique interdisciplinary approach to meeting the needs of both age groups. Just as unique is the set of shared goals that have been developed by staff of the Landis Child Development Center and the Foxwood Springs Living Center. In making High/Scope work for all ages, they strive to do the following:

- Provide developmentally appropriate activities for both children and residents (including social, emotional, cognitive, and physical)
- Provide activities that promote meaningful interaction and shared learning between both children and residents
- Provide activities that allow residents and children to *physically* connect
- Provide activities that allow relationships to develop between a *variety* of children and residents
- Provide activities that stimulate reminiscent experiences for residents
- Provide activities that are *enjoyable* to both groups
- Provide activities that *encourage respect* of personal boundaries
- Provide activities that allow children and residents to *share* — to give of themselves

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Preschool Daily Routine

6:30– 8:00	Arrival/planning, work time, recall
8:00– 8:30	Breakfast and cleanup
8:30– 9:00	Outside—two small groups
	Circle/small-group time—two small groups
9:00– 9:30	The groups reverse:
	Circle/small-group time—two small groups
	Outside—two small groups
9:30– 9:45	Planning time—in four separate small groups
9:45–10:30	Work time—all groups together
10:30–10:45	Cleanup
10:45–11:00	Recall—in four separate small groups
11:00–11:30	Lunch/nap preparations/circle time
11:30–12:00	Lunch
12:00– 2:30	Rest/nap time
2:30– 3:00	Wake-up/snack
3:00– 3:30	Outside—two small groups
	Circle/small-group time—two small groups
3:30– 4:00	The groups reverse:
	Circle/small-group time—two small groups
	Outside—two small groups
4:00– 4:15	Planning in small groups
4:30–	School-aged children arrive—snack and planning
4:15– 5:15	Work time—children clean up as parents arrive
5:15– 6:00	Circle/small-group with remaining children

INTERGENERATIONAL COMPONENTS:

Monday	Making area (creative activities in elders' activity therapy room), 9:30 (four children and one teacher)
Tuesday	Two generations ("work time" activities with care center residents), 10:00 Toddlers
Wednesday	Making area, 9:30 (four children and one teacher)
Thursday	Intergenerational circle (preschool group with residents from health center and residential center)
Friday	Toddlers visit group homes Swimming Small groups visit nursing care center residents

Special Activities, as planned (e.g., pizza party, balloon launch, ice cream social)

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Intergenerational Active Learning Checklist

This checklist assesses the degree to which an activity engageschildren and residents [of the health care facility] in active learning.For each item you check, record specific examples to support your assessment.

1. *Materials.* Each child and resident uses one or more of the following types of materials:
   - ☐ Real, functional, everyday objects
   - ☐ Found and natural materials
   - ☐ Tools
   - ☐ Messy, sticky, gooey, drippy, squishy materials
   - ☐ Heavy, large materials
   - ☐ Own body

2. *Manipulation.* Children and residents use materials in one or more of the following ways:
   - ☐ Exploring with all the senses
   - ☐ Discovering relations through direct experience
   - ☐ Transforming and combining materials
   - ☐ Acquiring skills with tools and equipment
   - ☐ Using the large muscles
   - ☐ Using small muscles

3. *Choices.* Children and residents make the following choices:
   - ☐ Which materials to use
   - ☐ What to do with materials
   - ☐ How to take care of their own needs

4. *Language* from children and residents: children and residents talk about the following:
   - ☐ What they are doing
   - ☐ What is important to them
   - ☐ Their observations, thinking, and reasoning

5. *Support* from staff: staff provide the following:

   Environmental support —
   - ☐ Provide a variety of materials to choose and use
   - ☐ Provide enough materials for each child and resident
   - ☐ Provide enough space for children and residents to use materials

   Nonverbal support —
   - ☐ Watch what children and residents do with materials
   - ☐ Imitate children's and residents' actions (appropriately)
   - ☐ Use materials themselves
   - ☐ Photograph children's and residents' actions
   - ☐ Listen to what children and residents say
   - ☐ Put themselves on children's and residents' physical level
   - ☐ Use their bodies to express interest
   - ☐ Wait while children and residents solve problems, care for needs
   - ☐ Remain calm in the face of children's and residents' "mistakes"

   Verbal support —
   - ☐ Acknowledge children's and residents' actions, choices
   - ☐ Repeat children's and residents' language
   - ☐ Talk about what they (staff) are doing
   - ☐ Converse with children and residents about what they are doing
   - ☐ Refer children and residents to each other
   - ☐ Encourage children and residents to answer their own questions
   - ☐ Ask children and residents questions that relate to and possibly extend their activities
   - ☐ Accept children's and residents' answers and explanations
   - ☐ Converse with nonverbal children and residents

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Intergenerational Play Unlocks Memory

by Diane Kenagy Williams

How many times have I spelled my name for someone, signed a check, or recognized my name from someone else's name on the morning mail at Foxwood? This simple yet complex task of reading and writing is no victory for me—not today anyway. Yet for hundreds of aging people with Alzheimer's disease, this simple task becomes an impossible one. For Gerald Masterson, retrieving M-A-S-T-E-R-S-O-N from his memory was a moment that none of us will ever forget. The following story seems normal enough until you consider that Tony and Alena are 4-year-olds attending the preschool program at the Landis Child Development Center. Gerald and Ed are residents in the Alzheimer's Care Center at Foxwood Springs and are sharing this painting experience with young children who are growing up in a very different world from the one they grew up in.

Ed stood a couple of steps back and watched intently over their shoulders as Tony and Alena painted. Noticing a slight smile on his face, I asked Ed if he wanted to join in. He was seated next to Tony and given a piece of white paper along with a paintbrush. I showed him how to get paint on the brush, and he began to make strokes on the paper.

Tony began to paint vigorously. Ed cautiously painted three lines in a zig-zag form and then sat back and watched. About this time, Gerald joined Tony and Ed at the table. I gave Gerald a piece of white paper and a paintbrush and showed him how to get paint onto the brush and how to move his brush back and forth. He painted back and forth repeatedly for several minutes and then stopped. It appeared that he was listening to Tony talk about the fire that he was painting with the red and yellow paint.

Young Tony began painting letters and talking out loud about the letters he was going to paint. Gerald watched. Then, without prompting, Gerald began to paint "M"—he stopped—and struggled with the shape of a second letter, an "A". I got down on my knees between Tony and Gerald, so I would be eye-level with Tony. Tony began asking me to pronounce the word he had painted. I pronounced the unfamiliar arrangement of letters, and we both burst out in laughter at the new sound he had created. Tony continued to paint letters and chatter.

I then noticed Gerald's letters on his paper and heard him saying softly to himself, "M-A," "M-A-S", "Masterson." I looked up at Becky, the adult activities employee, our eyes met and we whispered to each other, "He is painting his name!" As we waited and watched with anticipation, he continued on with a "T" and paused briefly; looking up at those around him.

Together, Becky and I encouraged Gerald with excited cheers of, "Yes, that's it Gerald, that's the next letter." The shape of the letter "E" was difficult, but he eventually succeeded in making it, although it was clear he was unhappy with the way it turned out. With difficulty, he formed the "E, R, S," struggled with the "O," and then finally added the "N." *Then it was complete, and Gerald repeated the spelling of his name out loud to himself several times. There it was, his personal and precious identity—his name!*

For Gerald, writing his name had been lost in time, only to be briefly recaptured once again in this two-generational setting. This brief victory for the aging was spurred on by a young boy's enthusiasm for life and learning.

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Memoirs of a Volunteer

MARY KETTEMAN, author of these memoirs and a resident of the Foxwood Springs Retirement Center, was the first kindergarten teacher in Belton, Missouri, and has never lost her interest in caring for and educating young children.

My husband and I came to the senior citizen complex because I could no longer give him proper care. He entered the nursing center as an Alzheimer's patient, and I took an apartment at the center.

As my daughter helped me get my apartment in order, the two of us had moments of fun and laughter. I was happy and feeling blessed with the situation. But with all this, there was a moment of transition that one does not forget. I came into my new apartment—everything was finished. Suddenly out of nowhere, came the realization that after over 50 years of happy married life, "I am alone." From that singular unexpected moment, I began sobbing. I had lost control and I was frightened. In the midst of my sobbing I prayed, "Please, God, don't let me give up." A feeling of calm came to me. At that point I began my adjustment. Included in that adjustment is what I am writing about.

Soon after arriving, I was walking down the hall, when a young woman approached me and asked, "Would you be interested in volunteering in the Child Development Center?" Since I had worked with children in the past, it seemed natural to say yes.

At first, the CDC was one large room. The floor was carpeted, and the carpet was designed in large, colorful squares. In each square was a picture that would interest and delight a child—and also an adult who had not lost that child-like wonderment. The room was adequate, but eventually the Child Development Center outgrew the one large room. A two-level wing was added to the Living Center. The upper level was the Alzheimer's unit, and the lower level was the new Child Development Center. The new Center was equipped with everything to help the children to help themselves. All the learning equipment throughout the Center helps stretch the children's learning and creative abilities.

The Child Development Center was established with two things in mind. One was to establish a place where members of the staff could bring their children. The other was to form an intergenerational relationship between the young child and the older adult. This is often lacking in the less-extended family life of our modern culture. A memorable event relating to the CDC's purpose happened one day when I brought my husband from the nursing center to the Child Development Center. I pushed his wheelchair near the long table where the children worked with crayons, paper, scissors, and clay. His animated smile told me it was worth the trip. The children moved into various areas for free play. Becky was small for her age. She had dark hair, cut Buster Brown style, and dark eyes that shone like polished onyx. If she smiled at you, the world became a happier place. She brought a book, one of her favorite stories, and asked if I would read to her. I in turn asked her, "Would you read the story to my husband?" (I knew that she knew the story by heart, and the pictures told her when to turn the pages.) She confidently laid the book on his knees and began to read. Halfway through the story she looked up at him. He was asleep. She tapped him gently on the hands and said, "Hey, wake up. Don't you know I'm reading to you?" An intergenerational gap had been bridged.

The class made regular trips to the nursing center lounge, for circle time on Thursday mornings. One morning at circle time there was a flannel board story about a little boy who lost his mittens on a snowy day. The teacher had brought a bucket of fresh fallen snow. When the story finished, she gave each child a cup of snow, which the child then took to a resident who sat in an outer circle around the children. I do hope if the time ever comes when I can't see snow fall or hear it crunch under my feet, a little child will bring me a cup of snow.

Another time at circle time the teacher spread a clean sheet in the middle of the circle and placed two air corn poppers in the center of the sheet and popped the corn without the lid on the corn popper. There were smiles and laughter. Then the children scooped up the corn in paper cups and shared with the residents. All my life I've wanted to live dangerously by taking the lid off of popping corn. Now I have seen it happen and I'm satisfied.

Once, in circle, I sat near a little girl who was often restless and hard to handle. I introduced her to a resident, and the lady reached out and took her hand and said, "You are a nice little girl." The child was so pleased with herself that she went around to other residents who also praised her with various comments. I noticed that she was well-behaved that day. What a great lesson in how we can help others realize their worth.

Another time, I was with the younger group in the 2- to 5-year-old children's center, where there are two sections divided by a tall partition. Joey came slipping around to the younger group, where he was not supposed to be. He was not an affectionate child, but I'm adventurous, so I decided to give him a "bear hug." He held on to my wrist and pulled me toward his own group and said, "Look who I found." For one shining moment I was "somebody."

Regardless of our mental or physical condition, there is never a time in our lives when we should be without the love and respect of those our own age and those younger and older. My volunteer work with the Child Development Center has been a gift to me. The talks with the young teachers have been both revealing and fun and, I hope, a help to them. Sometimes I get very tired, and I'm so glad to get back to my apartment. But I have extended my life in such a way that I'm in touch with all ages. For that, I am thankful.

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Discussion: Developmentally Appropriate Practice and Outcomes-Based Education

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The adoption of an outcomes-based education model is a dominating trend in school reform movements nationwide. The premise of outcomes-based education is that all schooling must be driven by outcomes, that a democratic approach is necessary for school organization and decision making, and that all practice must be based on best available knowledge and research.

Although outcomes-based education does not specify one approach to curriculum and instruction, it has come to be associated with Bloom's model of mastery learning. Unfortunately, a strict application of masterly learning can lead to developmentally inappropriate practice.

One purpose of this session is to acquaint participants with the basic elements and scope of outcomes-based education. After defining outcomes-based education, the relationship between developmentally appropriate practice (specifically High/Scope) and outcomes-based models will be discussed.

This widespread interest in outcomes may offer advocates of constructivist education an opportunity if we learn how to identify and share information on the validity of developmentally appropriate practice. Thus, learning about outcomes-based education, and finding common ground will be important for early childhood educators now and in the future.

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